BOARD OF REGENTS MINUTES OF THE MEETING August 7-9, 2018

Contents

BOARD WORK

	D WORK	
1-A	Approval of the Agenda	2849
1-B	Declaration of Conflicts	2849
1-C	Welcome by SDBOR President Kevin Schieffer	2849
1-D	Approval of the Minutes – Meetings on June 26-28, 2018;	2849
	July 18-19, 2018; July 27, 2018	
1-E	Reports on Individual Regent Activities	2849-2850
1 - F	Reports from Individual Presidents and Superintendents	2850
1-G	Rolling Calendar	2850; 2873-2877
PLANN	NING SESSION	
2-A	Funding Adequacy in the Regental System	2850-2851; 2878-2937
2-В	Institutional Investment in Dakota's Promise (Presidents)	2851-2852; 2938-2953
2-C	EAB State of the Union Presentation	2852; 2954
2-D	Marketing / Communicating the Value of Higher Education	2852; 2955-2956
2-Е	FY20 Budget Development	2853; 2957-3045
2-F	Short- and Long-Term Board Priorities	2853; 3046-3070
2-G	Special Analysis: Institutional Mission Statements	2853-2854; 3071-3099
	Board Expectations of and Direction for Executive Director	2854; 2869-2872
	Beran	
CONSI	ENT AGENDA	
	nic and Student Affairs	
5-A	Graduation Lists	2855; 3100
5-B(1)	New Program Requests – BHSU – Minor in Creative Writing	2855; 3101-3111
5-B(2)	New Program Requests – BHSU – AS in Business	2855; 3112-3122
	Administration	
5-B(3)	New Program Requests - SDSMT - MS in Nanoscience and	2855; 3123-3132
	Nanoengineering	
5-B(4)	New Program Requests – USD – Minor in Sport Management	2855; 3133-3138
5-C(1)	New Certificate Requests – DSU – Mathematical Foundations	2855; 3139-3143
	of Cryptography	
5-C(2)	New Certificate Requests – USD – Professional Writing	2856; 3144-3148
5-C(3)	New Certificate Requests – SDSMT – Esports	2862; 3149-3154
5-D(1)	New Specialization Requests – USD – Specialization in Finance (MBA)	2856; 3155-3158
5-D(2)	New Specialization Requests – USD – Specialization in	2856; 3159-3162
(-)	Analytics for Large Data Sets (MS in Physics)	

5-D(3)	New Specialization Requests – USD – Specialization in	2856; 3163-3166
	Professional Writing (BA/BS in English)	
5-E	Program Modification – Accelerated Program Request – USD	2856; 3167-3172
5-F	High School Dual Credit Joint Powers Agreement	2857; 3173-3178
5-G(1)	Agreements on Academic Cooperation – SD School of Mines & Technology	2857; 3179-3181
5-H	Articulation Agreements – USD	2857; 3182-3208
5-I	USD Realignment Request – Division of Curriculum & Instruction	2857; 3209-3214
5-J(1)	Naming Requests – NSU – Department Name Change	2857; 3215-3217
5-J(2)	Naming Requests – SDSU – New Interim Department	2858; 3218-3226
5-J(3)	Naming Requests – USD – Department Name Change	2858; 3227-3231
Budget	And Finance	
5-K	FY19 Minnesota Reciprocity Agreement	2868; 3232-3237
5-L	BOR Policy 1:7:6 – Technology and Telecommunications	2858; 3238-3240
	Council Revisions (Second Reading)	
5-M	M&R Projects (Greater than \$250,000)	2858; 3241
<u>PLANN</u>	ING, GOVERNANCE, & RESOURCE DEVELOPMENT	
6-A	Period for Public Comment	2858
6-B	Report and Actions of Executive Session	2859
6-C	Interim Actions	2860; 3242-3246
	MIC AND STUDENT AFFAIRS	
7-A(1)	Routine Informational Items – Section Size Report – FY2018	2860; 3247-3253
7-A(2)	Routine Informational Items – Academic Leadership Training 2018	2860; 3254
7-A(3)	Routine Informational Items – Program Review Reports – BHSU, DSU, SDSU & USD	2860; 3255-3256
7-B	NSF EPSCoR RII Track-1 Update	2861; 3257-3258
7-C	Institutional Updates on Free Speech Policy Revisions	2861; 3259-3260
BUDGE	T AND FINANCE	
8-A	BOR Policy 4:49 Revisions – Multi-Year Employment Contracts (First Reading)	2862; 3261-3264
8-B	FY20 Budget Request	2862-2863; 3265-3267
8-D 8-C	SDSBVI New School Facility Design Plan	2863; 3268-3283
		,
8-D	SDSU Campanile Avenue Utility Upgrades Preliminary Facility Statement	2863-2864; 3284-3290
8-E	SDSU Southeast University Neighborhood Redevelopment Amended Facility Design Plan	2864-2865; 3291-3299
8-F	SDSU Acceptance of Gift – Airplane	2865; 3300-3301
8-G	USD FY19 Residence Hall Fee Adjustment – Brookman Hall	2865; 3302
8-H(1)	Routine Informational Items – Building Committee Report	2865; 3303
5 11(1)		
8-H(2)	Routine Informational Items – Capital Project List	2865-2866; 3304-3308

8-H(3) 8-I	Routine Informational Items – FY19 Operating Budgets BOR Policy 1:30 – Unmanned Aircraft Systems Policy	2866; 3309-3333 2866; 3334-3339
	Revisions (First and Final Reading)	
8-J(1)	NSU Easement Resolutions – City of Aberdeen	2867; 3340-3348
8-J(2)	NSU Easement Resolutions – Northwestern Energy	2867; 3349-3357
8-K	DSU Donation Agreement	2867-2868; 3358-3368
	Adjourn	2868

BOARD OF REGENTS MINUTES OF THE MEETING August 7-9, 2018

The South Dakota Board of Regents met on August 7-9 at River Rock Lodge in Pierre, South Dakota, with the following members present:

Kevin Schieffer, President John Bastian, Vice President Jim Morgan, Secretary David Mickelson, Regent Pam Roberts, Regent Randy Schaefer, Regent Jim Thares, Regent

The following member was not present:

Joan Wink, Regent

Also present during all or part of the meeting were the following: Paul Turman, System Vice President for Academic Affairs; Nathan Lukkes, Assistant Vice President for Research and Economic Development; Michele Anderson, Internal Auditor; Kayla Bastian, Director of Human Resources; Monte Kramer, System Vice President of Finance and Administration; Molly Hall-Martin, Director of Student Preparation & Success; Leah Ahartz, Budget Manager; Jay Perry, Assistant Vice President for Academic Affairs; Tasha Dannenbring, Director of Institutional Research; Jammie Raske, IT Support Staff; Janelle Toman, Director of Communications; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Tom Jackson Jr., BHSU President; Jim Rankin, SDSM&T President; Tim Downs, NSU President; Sheila Gestring, USD President; Paul B. Beran, incoming Executive Director and CEO to the Board of Regents; Jeff Mehlhaff, Legislative Research Council; John Tannous, Education Advisory Board; Justin Smorawske, Chris Bohlen, and Katie Levitt, Epicosity; Brittni Skipper, Bureau of Finance & Management; and Bob Mercer, Aberdeen American News.

TUESDAY, AUGUST 7, 2018

BOARD WORK

ROLL CALL:

Bastian – PRESENT Mickelson – PRESENT Morgan – PRESENT Roberts – PRESENT Schaefer – PRESENT Thares – PRESENT Wink – ABSENT Schieffer – PRESENT

Regent Schieffer declared a quorum present and called the meeting to order at 1:36 p.m.

<u>1-A Approval of the Agenda</u>

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the agenda with the addition of Item 8-K, DSU Donation Agreement, and the removal of Item 5-G (2), Agreements on Academic Cooperation-SDSU. The SDSU item was removed at the request of South Dakota State University. Motion passed.

IT WAS FURTHER MOVED by Regent Bastian, seconded by Regent Morgan, to remove Item 5-C (3), New Certificate Requests-SDSMT-Esports, and Item 5-K, FY19 Minnesota Reciprocity Agreement, from the Consent Agenda for discussion purposes. Motion passed.

1-B Declaration of Conflicts

No conflicts of interest were declared.

<u>1-C Welcome by SDBOR President Kevin Schieffer</u>

SDBOR President Kevin Schieffer welcomed attendees to the 2018 Board of Regents' annual planning session.

1-D Approval of the Minutes – Meetings on June 26-28, 2018; July 18-19, 2018; July 27, 2018

IT WAS MOVED by Regent Thares, seconded by Regent Schaefer, to approve the minutes of the meetings on June 26-28, July 18-19, and July 27, 2018. Motion passed.

<u>1-E Reports on Individual Regent Activities</u>

Regent Schieffer said that several good meetings were conducted at the time that Paul B. Beran was in South Dakota on July 27 to be appointed as the Board's next executive director and CEO. There were informal meetings with leaders representing the technical institutes and the Sioux Falls

School District, among others. Regent Schieffer said discussions are underway to have a joint board meeting with the Board of Regents and the Board of Technical Education.

<u>1-F Reports from Individual Presidents and Superintendents</u>

There were no reports from individual president and superintendents.

1-G Rolling Calendar

IT WAS MOVED by Regent Thares, seconded by Regent Mickelson, to approve the date and location of next year's Board of Regents meeting to be held on August 6-8, 2019, in Pierre. Motion passed.

A copy of the Rolling Calendar can be found on pages 2873 to 2877 of the official minutes.

PLANNING SESSION

Topics related to the planning session's theme, "The State of the Union: Mapping the Path Forward for Higher Education in South Dakota," were introduced.

2-A Funding Adequacy in the Regental System

Dr. Monte Kramer, System Vice President of Finance & Administration, reviewed the information he presented to the Legislative Research Council regarding rationale for how general funds are distributed among the state universities. One of the main reasons for the large variance in funding per student are direct appropriations from the legislature. Direct appropriations represent funding targeted for a specific program and provided to a specific institution. A list of those appropriations since 1984 was included in the presentation.

Dr. Kramer asked the Board if there was further direction on how to address so-called "funding adequacy" issues. Regent Morgan suggested one option is to bifurcate the analysis, grouping the three research institutions together and the three regional universities together for formula allocation purposes. Dr. Kramer said there are several options available to address this topic. However, some of those options are complicated and detailed. He said funding formulas that identify cost of program delivery, while digging further into base funding histories, may take 6-9 months to further analyze.

Performance funding models were also discussed. Some type of performance funding may be of interest to state appropriators, Dr. Kramer said, because other states are doing this too.

Dr. Paul Turman, System Vice President for Academic Affairs, presented a performance model that the South Dakota system has used in the past. He discussed how that model could be adapted and used going forward. This model factors in performance in degree production, student FTE

growth, research activity, and retention. These would ideally be generated using new resources available to the system.

Regent Schieffer asked the Board office and the presidents to work on this model and bring a more refined proposal back to the Board.

A copy of the Funding Adequacy in the Regental System can be found on pages 2878 to 2937 of the official minutes.

<u>2-B Institutional Investment in Dakota's Promise</u>

Dr. Paul Turman, System Vice President for Academic Affairs, explained that the Board of Regents identified need-based scholarship funding as one of its top priorities during the FY17 and FY18 budget-setting process. In FY18, the Board renamed the program as Dakota's Promise, yet retained the underlying assumptions that drove the projected need for South Dakota residents attending postsecondary institutions in the state. Dakota's Promise was not included as a budget priority in the Governor's budget for FY19, and institutional presidents continue to emphasize the importance of a comprehensive need-based scholarship program for the state.

To further evaluate the current state of affordability in the public university system in advance of the informal budget hearing in June 2018, a special analysis entitled "SDBOR Affordability Summary" was prepared and shared with the Board. To evaluate this further, the resident FTE percentages were applied against a set of projections for the Regental institutions and discussed with COPS at a July 2018 meeting. Presidents supported this approach of funding 50 percent of the projected costs and working with foundations and internal resources to cover their anticipated portion of the cost to fund Dakota's Promise.

There was discussion about what type of proposal would be best received by policymakers, and how the "private" dollars would be received and allocated. Dr. Paul B. Beran said using the term "scholarship" may be confusing; this is really an "equity grant." Dr. Turman said this proposal assumes that the student and their family bring a significant part of the cost of funding an education to the table first, before this new state funding is applied.

There was general agreement that the proposal should be limited to Pell Grant eligibility. Regent Schieffer said it is important to make this proposal as simple to understand as possible. He said he believes it has a greater success of passage if there is a private-money match involved.

A copy of the Institutional Investment in Dakota's Promise can be found on pages 2938 to 2953 of the official minutes.

IT WAS MOVED by Regent Morgan, seconded by Regent Roberts, that the Board of Regents dissolve into executive session at 5:30 p.m. on Tuesday, August 7, 2018, to discuss personnel matters, pending and prospective litigation, contractual matters, marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business, and to consult with legal counsel; that it adjourn at 7:30 p.m.; that it reconvene in executive session at 2:45 p.m. on Wednesday, August 8, 2018, to discuss marketing

or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business, all as shown on the published agenda; that it adjourn at 4 p.m.; that it resume the regular order of business on Thursday, August 9, 2018; and that it report its deliberations while in executive session during the appropriate Board agenda item. Motion passed.

WEDNESDAY, AUGUST 8, 2018

PLANNING SESSION (CONTINUED)

Regent Schieffer reconvened the meeting at 8:05 a.m.

2-C EAB State of the Union Presentation

John Tannous, director of research delivery with Education Advisory Board (EAB), presented and led discussion on pressing issues affecting the higher education landscape for systems around the country. The discussion facilitated with Board members and campus presidents focused on: 1) major business and financial challenges facing higher education in the future; 2) serving students of the future (issues such as free speech, diversity, Generation-Z, non-traditional students); and 3) challenges around the crisis of confidence in higher education (adequate state funding, public/private good, media vs. reality).

A copy of the EAB State of the Union Presentation can be found on page 2954 of the official minutes.

2-D Marketing/Communicating the Value of Higher Education

Dr. Janelle Toman, Director of Communications, noted that most marketing and advertising efforts within the South Dakota public university system have been conducted by individual universities. As the Board continues its work to improve educational attainment across the state, additional engagement may be necessary to increase public awareness of the importance of postsecondary education for the long-term viability of the state's economy and well-being of its citizens.

Dr. Toman introduced representatives of Epicosity, a Sioux Falls-based marketing firm, to discuss marketing strategy and a recommended scope of work that could lead to a possible Request for Proposal. Information about Epicosity's research into public engagement and a possible marketing theme were presented by Katie Levitt; creative director; Chris Bohlen, account executive; and Justin Smorawske, chief growth officer. Board members said they were most interested in communicating the value of a higher education in South Dakota to the state's citizens.

A copy of the Marketing/Communicating the Value of Higher Education can be found on pages <u>2955</u> to <u>2956</u> of the official minutes.

LUNCH FOR REGENTS, PRESIDENTS, AND STAFF PLANNING SESSION (CONTINUED)

2-E FY20 Budget Development

The Board met with campus leadership in June to discuss preliminary budget priorities for Fiscal Year 2020. The following priorities were recommended for Board consideration: 1) Dakota's Promise; 2) Salary Competitiveness; 3) SD BOR Math Pathway; 4) General Fund M&R; and 5) South Dakota Opportunity Scholarship. Regent Roberts suggested an additional priority could be a request for inflation for public higher education operations that are funded by state general funds.

The Board reviewed the suggestions and asked fiscal staff to develop a budget to be submitted to the Governor's budget office by the end of August. The Board will take action on this budget request during its regular meeting tomorrow (August 9).

A copy of the FY20 Budget Development can be found on pages $\underline{2957}$ to $\underline{3045}$ of the official minutes.

RECEPTION AT GOVERNOR'S MANSION

THURSDAY, AUGUST 9, 2018

Regent Schieffer reconvened the meeting of the Board of Regents at 8:06 a.m.

PLANNING SESSION (CONTINUED)

2-F Short- and Long-Term Board Priorities

Dr. Paul Turman, System Vice President for Academic Affairs, stated that in October 2014 the Board of Regents adopted the SDBOR 2014-2020 Strategic Plan. As a formal statement of the Board's core goals, this plan provides a blueprint for advancing the university system's major priorities over the coming years. The plan identifies four priority areas – student success, academic quality and performance, research and economic development, and affordability and accountability. Each priority is tied to a set of goals, outcomes, and action steps.

Overall, the plan is meant to serve as a framework for facilitating systematic, goal-minded policymaking in the university system. With the appointment of a new Executive Director (and the fast approaching end date for the existing strategic plan), it is appropriate for the Board to begin discussing new strategic direction for the Regental system.

A copy of the Short- and Long-Term Board Priorities can be found on pages <u>3046</u> to <u>3070</u> of the official minutes.

2-G Special Analysis: Institutional Mission Statements

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, shared a quote in a recent publication from the Association of Governing Boards of Universities and Colleges (AGB): "The mission of a college or university should serve as its North Star, the standard by which key

decisions are made and strategic directions are set. It's the reason the institution exists." Therefore, Regents should familiarize themselves with the existing missions of each institution, as well as conduct periodic reviews to ensure those missions still serve their intended purpose.

The proposed policy revisions do not fundamentally alter the statutory- or Board-approved missions for Regental institutions. The proposed revisions align the policies with the stated objectives of Policy 1:10, recognize the approved academic program and curriculum areas at each institution, and establish the degree authorization for each institution.

Regents discussed the process for updating and refining these statements. Dr. Paul B. Beran suggested that the Board staff review and interpret what statutory language specifically says about institutional mission statements. Within that construct, the information should be disseminated to the presidents to make recommendations. The information can be brought back to the Board to review the parameters of each mission statement. After any clean ups, a mission and vision statement can be prepared for each institution.

A copy of the Special Analysis: Institutional Mission Statements can be found on pages 3071 to 3099 of the official minutes.

BOARD EXPECTATIONS OF AND DIRECTION FOR EXECUTIVE DIRECTOR BERAN

Regent Schieffer distributed a document outlining the Board's expectations and directions for the incoming executive director, Dr. Paul B. Beran. Regent Schieffer said he intends to make this document public. He said it was important to be transparent with the many groups and partners that the BOR works with and he hopes to receive more feedback. Dr. Beran said he thought this would be an evolving document as time progresses.

As a Board, Regent Schieffer said this is intended as broad directive and it establishes an actionable plan. The Executive Director will be expected to provide updates and progress reports back to the Board.

IT WAS MOVED by Regent Morgan, seconded by Regent Mickelson, to adopt the Board Expectations of and Direction for Executive Director Beran. Motion passed.

A copy of the Board Expectations of and Direction for Executive Director Beran can be found on pages **2869** to **2872** of the official minutes.

CONSENT AGENDA

IT WAS MOVED by Regent Thares, seconded by Regent Bastian, to approve consent agenda items 5-A through 5-C (2), items 5-D through 5-J (3), and items 5-L and 5-M. Item 5-C (3) and Item 5-K were both moved to another section of the agenda for discussion purposes. Item 5-G (2) was previously withdrawn at the request of South Dakota State University. Motion passed.

Academic and Student Affairs

5-A Graduation Lists

Approve the attached BHSU, NSU, SDSU, and USD graduation lists contingent upon the students' completion of all degree requirements.

A copy of the Graduation Lists can be found on page <u>3100</u> of the official minutes.

5-B (1) Program Review Requests – BHSU – Minor in Creative Writing

Authorize BHSU to offer the minor in Creative Writing as presented, including authorization for online delivery and delivery at Black Hills State University-Rapid City.

A copy of the Program Review Requests – BHSU – Minor in Creative Writing can be found on pages 3101 to 3111 of the official minutes.

5-B (2) Program Review Requests – BHSU – AS in Business Administration

Authorize BHSU to offer the Associate of Science in Business Administration as presented, including authorization for delivery at Black Hills State University-Rapid City.

A copy of the Program Review Requests – BHSU – AS in Business Administration can be found on pages 3112 to 3122 of the official minutes.

5-B (3) Program Review Requests – SDSMT – MS in Nanoscience and Nanoengineering

Authorize SDSMT to offer the Master of Science in Nanoscience and Nanoengineering as presented.

A copy of the Program Review Requests – SDSMT – MS in Nanoscience and Nanoengineering can be found on pages 3123 to 3132 of the official minutes.

5-B (4) Program Review Requests – USD – Minor in Sport Management

Authorize USD to offer the minor in Sport Management as presented.

A copy of the Program Review Requests – USD – Minor in Sport Management can be found on pages 3133 to 3138 of the official minutes.

5-C (1) New Certificate Requests – DSU – Mathematical Foundation of Cryptography

Authorize DSU to offer the certificate in Mathematical Foundations of Cryptography, including online delivery, as presented.

A copy of the New Certificate Requests – DSU – Mathematical Foundation of Cryptography can be found on pages <u>3139</u> to <u>3143</u> of the official minutes.

5-C (2) New Certificate Requests – USD – Professional Writing

Authorize USD to offer a certificate in Professional Writing as presented.

A copy of the New Certificate Requests – USD – Professional Writing can be found on pages $\underline{3144}$ to $\underline{3148}$ of the official minutes.

5-C (3) New Certificate Requests – SDSMT – Esports

<<Moved from Consent to Section 7>>

5-D (1) New Specialization Requests – USD – Specialization in Finance

Authorize USD to offer the specialization in Finance in the Master of Business Administration program, including online delivery, as presented.

A copy of the New Specialization Requests – USD – Specialization in Finance can be found on pages <u>3155</u> to <u>3158</u> of the official minutes.

<u>5-D (2) New Specialization Requests – USD – Specialization in Analytics for Large Data Sets</u> (MS in Physics)

Authorize USD to offer the specialization in Analytics for Large Data Sets in the Master of Science in Physics as presented.

A copy of the New Specialization Requests – USD – Specialization in Analytics for Large Data Sets (MS in Physics) can be found on pages <u>3159</u> to <u>3162</u> of the official minutes.

<u>5- D (3) New Specialization Requests – USD – Specialization in Professional Writing (BA/BS in English)</u>

Authorize USD to offer the specialization in Professional Writing in the Bachelor of Arts/Bachelor of Science in English programs as presented.

A copy of the New Specialization Requests – USD – Specialization in Professional Writing (BA/BS in English) can be found on pages $\underline{3163}$ to $\underline{3166}$ of the official minutes.

5-E Program Modification – Accelerated Program Request - USD

Approve the program modification request to allow for USD's Master of Science in Physics to be offered as an accelerated program as described in Attachment I.

A copy of the Program Modification – Accelerated Program Request – USD can be found on pages 3167 to 3172 of the official minutes.

5-F High School Dual Credit Joint Powers Agreement

Approve the Joint Powers Agreement between the South Dakota Board of Regents and the South Dakota Department of Education to continue to provide for joint action between the agencies to provide opportunities under the High School Dual Credit program.

A copy of the High School Dual Credit Joint Powers Agreement can be found on pages <u>3173</u> to <u>3178</u> of the official minutes.

5-G (1) Agreements on Academic Cooperation – SD School of Mines & Technology

Approve the agreement on academic cooperation between South Dakota School of Mines & Technology and Jaypee University of Information Technology (JUIT).

A copy of the Agreements on Academic Cooperation – SD School of Mines & Technology can be found on pages 3179 to 3181 of the official minutes.

5-G (2) Agreements on Academic Cooperation – South Dakota State University

<< Item 5-G (2) was withdrawn from the agenda on August 2, 2018, at the request of South Dakota State University.>>

5-H Articulation Agreements – USD

Approve the articulation agreements between the University of South Dakota and 1) Lake Area Technical Institute, 2) Southeast Technical Institute, 3) University of Nebraska Medical Center, and 4) the University of North Dakota School of Medicine and Health Sciences.

A copy of the Articulation Agreements – USD can be found on pages $\underline{3182}$ to $\underline{3208}$ of the official minutes.

5-I USD Realignment Request – Division of Curriculum & Instruction

Approve USD's request to reorganize the Division of Curriculum & Instruction in the School of Education at the University of South Dakota as presented.

A copy of the USD Realignment Request – Division of Curriculum & Instruction can be found on pages <u>3209</u> to <u>3214</u> of the official minutes.

5-J (1) Naming Requests – NSU – Department Name Change

Approve NSU's request to rename its Office of Grants and Sponsored Research as the Office of Sponsored Projects.

A copy of the Naming Requests – NSU – Department Name Change can be found on pages <u>3215</u> to <u>3217</u> of the official minutes.

5-J (2) Naming Requests – SDSU – New Interim Department

Approve SDSU's request to create a new interim academic unit, the Division of American & Global Studies.

A copy of the Naming Requests – SDSU – New Interim Department can be found on pages $\underline{3218}$ to $\underline{3226}$ of the official minutes.

5-J (3) Naming Requests – USD – Department Name Change

Approve USD's request to rename the Department of Addiction Studies to the Department of Addiction Counseling and Prevention.

A copy of the Naming Requests – USD – Department Name Change can be found on pages <u>3227</u> to <u>3231</u> of the official minutes.

Budget and Finance

5-K FY19 Minnesota Reciprocity Agreement

<<Moved from Consent to Section 8>>

<u>5-L BOR Policy 1:7:6 – Technology and Telecommunications Council Revisions (Second Reading)</u>

Approve the second and final reading of BOR Policy 1:7:6 – Technology and Telecommunications Council, with the revisions as shown in Attachment I.

A copy of BOR Policy 1:7:6 – Technology and Telecommunications Council Revisions (Second Reading) can be found on pages <u>3238</u> to <u>3240</u> of the official minutes.

5-M M&R Projects (Greater than \$250,000)

Approve the NSU Administration Building – Tuck Point and Stair Replacement maintenance and repair project.

A copy of M&R Projects (Greater than \$250,000) can be found on page <u>3241</u> of the official minutes.

PLANNING, GOVERNANCE AND RESOURCE DEVELOPMENT

6-A Period for Public Comment

No public comment was offered.

6-B Report and Actions of Executive Session

Upon convening at 1:30 p.m. on Tuesday, August 7, 2018, the Board dissolved into executive session at 5:30 p.m. to discuss personnel matters, pending and prospective litigation, contractual matters, marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business, and to consult with legal counsel before it rose from executive session at 7:30 p.m. The Board reconvened in executive session at 2:45 p.m. on Wednesday, August 8, 2018, to discuss marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business owned by the state when public discussion may be harmful to the competitive position of a business owned by the state when public discussion may be harmful to the competitive position of the business, before adjourning at 4 p.m. The Board resumed the regular order of business on Thursday, August 9, 2018. While in executive session, the Board discussed the items just described, which are also shown on the published agenda, and gave directions to its executive director and general counsel concerning these matters.

IT WAS MOVED by Regent Morgan, seconded by Regent Thares, that the Board approve directions given to the executive director and the general counsel with respect to matters discussed in executive session, that it:

- 1. Approve the request to grant tenure to Dr. Greg Farley, Professor and Dean of Business & Natural Sciences (BHSU), and Dr. Elvira Sanatullova-Allison, Professor and Dean of the School of Education (NSU).
- 2. Approve the request for a one (1) year extension of time for tenure consideration for Crystal Levesque (SDSU).
- 3. Approve the salary adjustments and appointments as follows:
 - SDSU Robert Korhman as VP for Finance and Administration, effective August 7, 2018, with an annualized salary of \$240,000; Camilla Veire, Academic Advisor/Coordinator, with a salary adjustment from \$48,208 to \$51,708 effective May 22, 2018;
 - SDSVBI Nichole Nelson as Transition Specialist at an annualized salary of \$54,724, effective July 22, 2018;
 - USD Kurt Hackemer as Interim Provost and VP for Academic Affairs, effective July 2, 2018, at an annualized salary of \$245,000; James Moran as VP for Accreditation and Student Success Initiatives at an annualized salary of \$220,000, effective June 22, 2018; Mike Card as Interim Executive Director of the University Center, effective June 22, 2018; Adam Rosheim as Interim Vice President for Finance and Administration effective June 22, 2018; Cheryl Tiahrt as Assistant Vice President of Information Technology/Chief Information Officer; Megan Lewno, Research Associate I, with a salary adjustment of \$28,079.46 to \$32,599.42 effective May 22, 2018.
- 4. Approve the contract for incoming SD Board of Regents Executive Director and Chief Executive Officer Paul Beran at an annualized salary of \$330,000 and an effective date of September 1, 2018.

Motion passed.

6-C Interim Actions

A copy of the Interim Actions can be found on pages 3242 to 3246 of the official minutes.

Academic and Student Affairs

7-A (1) Routine Informational Items – Section Size Report – FY2018

Dr. Paul Turman, System Vice President for Academic Affairs, stated that the annual Section Size Report evaluates the extent to which the state's six public universities continue to meet Board policy with respect to minimum enrollment per course section.

A copy of the Section Size Report – FY2018 can be found on pages 3247 to 3253 of the official minutes.

7-A (2) Routine Informational Items – Academic Leadership Training 2018

Dr. Paul Turman, System Vice President for Academic Affairs, stated that the Academic Leadership Training session was held July 26-27 in Pierre. Eligible personnel for this training included directors, department chairs, and deans who are in their first two years of employment at the institution. Dr. Turman said this training, first offered a year ago, is very well received. Board members encouraged system staff to continue to offer this professional development opportunity.

A copy of the Academic Leadership Training 2018 can be found on page 3254 of the official minutes.

<u>7-A (3) Routine Informational Items – Program Review Reports – BHSU, DSU, SDSU & USD</u>

The system has established a process requiring periodic reviews of all programs offered. The primary purpose for these reviews is to continuously improve the quality of all educational programs. Periodic program review involves stakeholders in an analysis of past performance, which is used to inform present and future directions and decision making. The review process is integrated with strategic planning and budgeting, with regional and specialized accreditation processes, and with student learning outcome assessment. The system's processes require each campus to maintain a schedule that indicates the time frame for the review of every program offered. For each program reviewed, the report (and any additional documentation as applicable) is posted and made available on the Academic Affairs Council's Institutional Program Reports webpage on the SDBOR website.

A copy of the Program Review Reports – BHSU, DSU, SDSU & USD can be found on pages $\underline{3255}$ to $\underline{3256}$ of the official minutes.

7-B NSF EPSCoR RII Track-1 Update

Nathan Lukkes, Assistant Vice President for Research & Economic Development, shared an update regarding the NSF EPSCoR RII Track-I submission. The National Science Foundation's (NSF) Established Program to Stimulate Competitive Research (EPSCoR) aims to enhance research competitiveness in targeted jurisdictions by strengthening STEM capacity and capability. The cornerstone of the NSF EPSCoR program is the Research Infrastructure Improvement Program Track-1 (RII Track-1) award, which is typically a five-year \$20 million award issued to jurisdictions on a competitive basis, with each jurisdiction allowed one proposal when they are eligible to submit. South Dakota is concluding year 4 of its current five-year \$20 million award. The award notification for the pending proposal, which was due on July 31, is anticipated in late spring of 2019.

In March of this year, the SD Research Excellence: A Critical Hallmark (REACH) Committee, which serves as the EPSCoR Steering Committee for the state, selected a biofilms proposal, led by a team from SDSM&T with collaboration from USD and SDSU, to serve as the scientific core of the state's RII Track-1 submission. Given the structural transition of the EPSCoR office to within the BOR office and after numerous discussions with Research Affairs Council and consultation with Kelvin Chu from the Implementation Group (EPSCoR consultant), it was determined that the best way to proceed with the RII Track-1 submission was to have the BOR office submit the proposal, with the BOR office then issuing sub-awards to the participating institutions. The foregoing provides a clean and clear organizational structure, both for the stakeholders within the state, as well as for NSF, while also maximizing F&A recovery at the campus level. Additionally, this approach paves the way for a more efficient and effective coordination of the various EPSCoR programs operating within the state (E.G., NIH, NASA, etc.), which will ultimately reduce administrative costs, leaving more funding available to carry out programmatic activities at the campus level. The primary fiscal management will be handled via existing campus personnel, with grant funding covering the requisite staff time to fulfill this function. This approach will ultimately reduce the overall administrative FTE/cost required for the program(s) through better utilization of our existing resources within the system.

A copy of the NSF EPSCoR RII Track-1 Update can be found on pages <u>3257</u> to <u>3258</u> of the official minutes.

7-C Institutional Updates on Free Speech Policy Revisions

Dr. Paul Turman, System Vice President for Academic Affairs, reported that seven different Board policies related to free speech are under review. Those drafts will be shared and processed through the internal system councils. Institutional administrators are also reviewing their campus-level policies for revision or elimination. SDSU President Barry Dunn said it is important for the Board to know that at most campuses within the system, the campus-level policies are already updated in time for the start of the 2018 fall semester.

A copy of the Institutional Updates on Free Speech Policy Revisions can be found on pages $\underline{3259}$ to $\underline{3260}$ of the official minutes.

5-C (3) New Certificate Requests – SDSMT – Esports

SDSM&T President Jim Rankin said the study of Esports fits right in with engineering and science study. More than 80 universities across the country already have teams involved in Esports.

IT WAS MOVED by Regent Morgan, seconded by Regent Bastian, to authorize SDSM&T to offer the certificate in Esports as presented. Motion passed.

A copy of the New Certificate Requests – SDSMT – Esports can be found on pages 3149 to 3154 of the official minutes.

BUDGET AND FINANCE

<u>8-A BOR Policy 4:49 Revisions – Multi-Year Employment Contracts (First Reading)</u>

Kayla Bastian, System Director of Human Resources, noted that BOR Policy 4:49 was approved in March 2016 to allow for multi-year contracts for NCAA Division I head coaches and athletic directors as well as university presidents. The Board Athletic Committee has met twice and discussed with the SDSU and USD presidents and athletic directors about the opportunity to change the policy to allow for a five-year contract. The market for college athletics continues to evolve and it is commonplace for head coaches and athletic directors to have contracts of five years or more.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the first reading of the proposed revisions to BOR Policy 4:49 – Multi-Year Employment Contracts. Motion passed.

A copy of the BOR Policy 4:49 Revisions – Multi-Year Employment Contracts (First Reading) can be found on pages <u>3261</u> to <u>3264</u> of the official minutes.

8-B FY20 Budget Request

Dr. Monte Kramer, System Vice President of Finance & Administration, and Leah Ahartz, Budget Manager, brought forward the budget priorities previously discussed. The Board approved the following priorities to be submitted to the Governor's budget office:

- Dakota's Promise needs-based scholarship program for the public universities funded with 50 percent general funds and matched with funds from campus foundations;
- A salary competitiveness request equaling 1.5 percent for all faculty that would supplement the state salary package;
- A general fund maintenance and repair request that would keep M&R funding at the same level as FY19, which was 1.76 percent of the replacement values.
- Operating budget inflation increase equal to 2.2 percent of the general-funded operating expense budget, excluding utility funding.

The request represents a 4.2 percent increase in the Board's general fund base, not including the state salary package which the Board is directed not to include in the request.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to approve the FY20 Budget Request to include the priorities identified in the attachment, to direct the staff to prepare and submit the FY20 Budget Request detail and justification to the Bureau of Finance and Management, and to refine any budget request figures and narratives as necessary. Any needs for federal and other expenditure authority, full-time equivalent (FTE), South Dakota Opportunity Scholarship, and utility adjustment requests should be included. Motion passed.

A copy of the FY20 Budget Request can be found on pages 3265 to 3267 of the official minutes.

8-C SDSBVI New School Facility Design Plan

Dr. Monte Kramer, System Vice President of Finance & Administration, and SDSBVI Superintendent Marjorie Kaiser requested approval of the Facility Design Plan for the new Blind and Visually Impaired School Building to be constructed on the previous location of Jerde Hall on the campus of Northern State University. Legislative approval of the estimated project cost of \$13,558,993 was received through House Bill 1071 during the 2018 legislative session, which allowed additional funds from any source to be accepted. The building committee met on July 20, 2018, and approved the design and guaranteed maximum price of \$11,962,182 and a total estimated cost of \$14,347.916. The funding for the project will be provided through private dollars and a \$2.5 million grant from the Governor's Office of Economic Development. Additional details of the Facility Design Plan can be found in the attachment.

IT WAS MOVED by Regent Thares, seconded by Regent Morgan, to approve SDSBVI's Facility Design Plan with a guaranteed maximum price of \$11,962,182 and a total budget of approximately \$14.3 million for design and construction of the new School for the Blind and Visually Impaired. Motion passed.

A copy of the SDSBVI New School Facility Design Plan can be found on pages <u>3268</u> to <u>3283</u> of the official minutes.

<u>8-D SDSU Campanile Avenue Utility Upgrades Preliminary Facility Statement</u>

Dr. Monte Kramer, System Vice President of Finance & Administration, and SDSU President Barry Dunn requested approval of the Preliminary Facility Statement for the design and construction of utility, parking, and site improvements within and parallel to the right-of-way of Campanile Avenue. SDSU understands that the project is to be bid in such a way that the determination of the appropriate costs to be billed to the parking system can be easily determined. SDSU also requested exemption from the remainder of the Capital Improvement Project process due to the nature of the project as an infrastructure maintenance and repair project.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to approve SDSU's Preliminary Facility Statement for design and construction of utility, parking, and site improvements within and parallel to the right-of-way of Campanile Avenue and to exempt the

project from the remainder of the Capital Improvement Project process due to the maintenance and repair nature of the project. Motion passed.

A copy of the SDSU Campanile Avenue Utility Upgrades Preliminary Facility Statement can be found on pages <u>3284</u> to <u>3290</u> of the official minutes.

<u>8-E SDSU Southeast University Neighborhood Redevelopment Amended Facility Design</u> <u>Plan</u>

Dr. Monte Kramer, System Vice President of Finance & Administration, and SDSU President Barry Dunn requested approval of the amended Facility Design Plan to include the student support/dining site concept. During the preliminary planning, space was reserved on the site for a student support/dining site of approximately 2,500 square feet that would be appended to the south end of the apartment building. The size and type of store were not known at that time. This amendment provides additional information related to the space.

The student support/dining site will be a Starbucks coffee shop located on the south end of the 156-bed apartment building. The single story student support/dining site will be an addition to the three-story apartment building. The site will have a street presence on Jackrabbit Lane. The student support/dining site will include a study and social gathering space that will be available outside business hours of the dining site. The total cost of the dining site is:

Construction Cost Estimate	
Facility shell	\$ 600,792
Franchise fit out, finishes, & furnishings	\$ 900,000
Total Construction costs	\$1,500,792
Site, Utilities, Landscaping (included with apa	urtment building costs)
Design/Owner Contingency (7.5% allowance	included with construction cost estimate)
Construction Contingency (10% allowance inc	cluded with construction cost estimate)
CM@R Fees (included with the construction of	cost estimate)

Non-construction Costs		
Design and Consultant Fees	\$	150,000
OSE & SDSU Project Management	\$	10,000
Total Non-construction Costs	\$	160,000
Appliances & Accessories (included with franch	nise fur	nishings)
Security & Network Equipment (included with a	apartm	ent building costs)

Total Project Costs\$1,660,792

Non constant dia Conta

Project funding will come from Aramark. Additional details of this amended Facility Design Plan can be found in the attachment.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to approve SDSU's Amended Facility Design Plan for the Southeast Neighborhood Redevelopment project and to approve the

guaranteed maximum price of \$18,406,333, and a total estimated project cost of \$22,396,171. Motion passed.

A copy of the SDSU Southeast University Neighborhood Redevelopment Amended Facility Design Plan can be found on pages <u>3291</u> to <u>3299</u> of the official minutes.

8-F SDSU Acceptance of Gift – Airplane

Dr. Monte Kramer, System Vice President of Finance & Administration, and SDSU President Barry Dunn requested approval to accept a gift of a 1967 7KCAB American Champion Citabria Aircraft presented by Joseph Vogel in support of the Aviation Education Specialization. SDSU's chief aviation mechanic inspected the airplane and found it to be within standards. The estimated value of the aircraft is \$48,089. President Dunn said this is a great asset to the SDSU Aviation Program and many students will benefit from Mr. Vogel's generous gift.

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, to approve SDSU's request to accept the gift of a 1967 7KCAB American Champion Citabria aircraft from Joseph Vogel with an estimated value of \$48,089. Motion passed.

A copy of the SDSU Acceptance of Gift – Airplane can be found on pages 3300 to 3301 of the official minutes.

8-G USD FY19 Residence Hall Fee Adjustment – Brookman Hall

Dr. Monte Kramer, System Vice President of Finance & Administration, and USD President Sheila Gestring requested approval to convert rooms in Brookman Hall to doubles in an attempt to solve a housing shortage. The double room rate of \$1,989.00 per semester is requested for any rooms used as doubles. The current estimate is that only five rooms will be converted.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve USD's request for a double room rate for Brookman Hall of \$1,989.00 per semester. Motion passed.

A copy of the USD FY19 Residence Hall Fee Adjustment – Brookman Hall can be found on page <u>3302</u> of the official minutes.

8-H (1) Routine Informational Items – Building Committee Report

A review of the actions taken by building committees since the last Board meeting was provided.

A copy of the Routine Information Items – Building Committee Report can be found on page <u>3303</u> of the official minutes.

8-H (2) Routine Informational Items – Capital Project List

An updated list of Capital Projects was provided to the Board.

A copy of the Routine Information Items – Capital Project List can be found on pages 3304 to 3308 of the official minutes.

8-H (3) Routine Informational Items – FY19 Operating Budgets

With the passage of the FY19 General Bill <u>HB1320</u>, the Board of Regents received an overall increase to the general fund base of \$2,894,336, representing a 1.4 percent increase. That does not include the 1.2 percent employee compensation package that was passed by the Legislature and appropriated in a statewide pool. A summary was provided of the legislative action on the FY19 budget as well as the FY19 operating budgets for the six universities, NSU K-12 E-Learning, SDSU Extension, Agricultural Experiment Station, the Sanford School of Medicine, the two special schools, the Office of the Executive Director, System Issues (Federal Grants, Utilities-Energy Conservation, System Initiatives, Competitive Research and Innovative Research Grants, HEFF Projects and Lease Payments, Governor's Research Centers, SD Opportunity Scholarship, etc.), Regents Information Systems, Regents Library Consortium, Enrollment Services Center, and Academic Initiatives.

A copy of the Routine Information Items – FY19 Operating Budgets can be found on pages $\underline{3309}$ to $\underline{3333}$ of the official minutes.

<u>8-I BOR Policy 1:30 – Unmanned Aircraft Systems Policy Revisions (First and Final Reading)</u>

Nathan Lukkes, Assistant Vice President for Research & Economic Development, explained that the current version of BOR Policy 1:30 classifies all unmanned aircraft systems (UAS) use as either "institutional UAS use" or "private UAS use." Institutional UAS use is defined as "any UAS use by university employees or students as part of their university employment or as part of a university program," with private UAS use defined as "all UAS operation that is not institutional UAS use, which includes model aircraft." Section C.7 of BOR Policy 1:30 goes on to set forth a number of restrictions applicable to private UAS use. The issue that brought about the proposed revisions is when universities contract with third parties for services that require the operation of UAS. This scenario does not fit squarely into the definition of institutional UAS use, but it was also not intended to be subject to the limitations imposed on private UAS use contained in the policy. As such, the revisions to BOR Policy 1:30 set forth in Attachment I are intended to address this issue by creating a new definition for "contracted UAS use," which is then excluded from the definition of private UAS use. Additionally, a new section C.8 imposes certain insurance requirements for all contractors or third parties conducting contracted UAS use.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of BOR Policy 1:30 with the revisions as shown in Attachment I. Motion passed.

A copy of the BOR Policy 1:30 – Unmanned Aircraft Systems Policy Revisions (First and Final Reading) can be found on pages <u>3334</u> to <u>3339</u> of the official minutes.

8-J (1) NSU Easement Resolutions – City of Aberdeen

Nathan Lukkes, Assistant Vice President for Research & Economic Development, said Northern State University requests that the Board adopt the resolution set forth in Attachment I of the agenda item requesting the grant of an easement to the City of Aberdeen for street right-of-way, water, sanitary and storm sewers, drainage, and other utilities or structures associated with the operation and maintenance of street. The proposed easement is consistent with and supports NSU's campus development plans. The existing street is extremely narrow and will not adequately accommodate the increased traffic flow that is projected to result from the construction of the Great Plains East and Great Plains West residence halls and associated parking lots.

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein. Motion passed.

A copy of the NSU Easement Resolutions – City of Aberdeen can be found on pages $\underline{3340}$ to $\underline{3348}$ of the official minutes.

8-J (2) NSU Easement Resolutions – Northwestern Energy

Nathan Lukkes, Assistant Vice President for Research & Economic Development, shared that Northwestern Corporation (doing business as Northwestern Energy) seeks to obtain an easement to install, maintain, and operate underground electrical cables within land occupied by Northern State University. Power is currently provided via an overhead powerline that runs across NSU's property adjacent to Herret Street between 15th Avenue SE and 17th Avenue SE. The proposed underground line will optimize the development of the area, including the accommodation of adequate parking. The new underground electrical line does not unnecessarily interfere with NSU's use of the land.

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein. Motion passed.

A copy of the NSU Easement Resolutions – Northwestern Energy can be found on pages $\underline{3349}$ to $\underline{3357}$ of the official minutes.

8-K DSU Donation Agreement

Nathan Lukkes, Assistant Vice President for Research & Economic Development, stated that Dakota State University (DSU) requests authorization to proceed with finalizing and executing the Sanford Health Donation Agreement set forth in Attachment I (Donation Agreement) of the agenda item. Pursuant to the terms of the Donation Agreement, Sanford Health will contribute \$5 million, payable in 10 annual installment payments to the DSU Foundation. Given the dollar amount involved and associated commitments, Board approval of this agreement is necessary. DSU President Griffiths provided the Board with additional context regarding the arrangement with Sanford Health and the provision of sports medicine services to DSU student athletes.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to authorize DSU to proceed with finalizing the draft agreement set forth in Attachment I and to execute the final agreement upon the approval of the Executive Director. Motion passed.

A copy of the DSU Donation Agreement can be found on pages 3358 to 3368 of the official minutes.

5-K FY19 Minnesota Reciprocity Agreement

Dr. Monte Kramer, System Vice President of Finance & Administration, said South Dakota has had a tuition reciprocity agreement with the state of Minnesota since 1978. Each year, the Board must approve rates for the program based on the current agreement. The agreement provides that the visiting student will pay the higher of their home-state tuition and fees or the campus attended.

It was noted by Regent Morgan that the ratio of reciprocity students attending in South Dakota compared to Minnesota is about 3:1, and has been very consistent for the last three years.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to approve the Minnesota reciprocity rates for FY19 and authorize the Executive Director to execute the Memorandum of Understanding. Motion passed.

A copy of FY19 Minnesota Reciprocity Agreement can be found on pages 3232 to 3237 of the official minutes.

ADJOURNMENT

IT WAS MOVED by Regent Schieffer, seconded by Regent Bastian, to adjourn at 10:13 a.m. Motion passed.

Board Expectations of and Direction for Executive Director Beran

- 1. <u>Advocate. Educate. Market.</u> Higher education has a powerful story to tell, from individual student advantages to workforce readiness to macro-economic impacts to broader societal contributions. Both on behalf of Regents and in partnership with other post-secondary education partners, go forth and tell it. Help us tell it. Help our partners tell it. Just get it told.
- 2. Attainment goal movement through partnership. Develop and execute an aggressive action plan on attainment goal, using it as a mission around which to rally a meaningful partnership alliance with other post-secondary attainment contributors. The SDBOR and other South Dakota education leaders have endorsed a 65% state attainment goal of some post-secondary credential to include technical certificates or certification indicating job readiness, associate degrees, or baccalaureate degrees for all citizens. The attainment goal is an excellent vehicle to bring together the various contributors to post-secondary education for a common goal that can simultaneously strengthen all our institutions and the state we serve, leading us more toward a public service partnership and away from historic turf skirmishes. Potential BoR education partners in this effort include technical institutions, tribal colleges, private colleges and universities and other qualified certificate issuers. The Board recognizes this as a long range state-wide goal that will take considerable coordinated effort and energy to obtain. But we expect immediate, concrete and coordinated steps that will give it a path to reality and that can produce measurable improvement towards that goal very soon. Good groundwork has been laid to overcome past obstacles to true partnerships that can effectively serve our state. Now we need to see recognizable action in this goal's execution and movement in the numbers that define it. Reach out to our partners, solidify relationships and develop a common plan that is achievable. Then together reach out to potential students, parents, industry and the public to achieve the common objectives.
- 3. <u>Permanent partners.</u> Beyond the attainment goal efforts, the SDBOR expects the Executive Director to establish and maintain coordinated connections among the state Technical Institutions and other partners and with K-12 so that degree articulations, career paths, and advising among and between the Tribal colleges, state technical institutions, K-12 schools, the Regental Universities and others is coordinated and organized in way that leads to individualized initiatives and overall student recruitment, retention and graduation. As a public Board, our priority is to work with others to provide opportunities for our citizens and enhance the state's societal structure, not engage in counterproductive competition with our public service partners.
- 4. <u>Dakota Promise.</u> The SDBOR expects the Executive Director to develop a practical approach for packaging the Dakota Promise needs-based scholarship program in a public/private initiative that maximizes its chances for success in the upcoming legislature. This includes making the case to the Legislature and Administration and ensuring a clear and verifiable mechanism for the Regental universities to raise

contingent matching funds to supplement and enhance these need-based scholarships. The groundwork for private match has been laid with a number of Presidents and foundations, but you will need to develop and package its specifics so that it is readily understood as an honest and true match (e.g., clear measures to provide confidence that the match of private money is proved through a clear and transparent mechanism to verify the availability of the private match before any draw of public dollars and to return to the general fund any money for which individual university foundations cannot raise a private matching amount).

- 5. Tap into SD's at-risk population growth. One of the truly clear and immediate challenges of higher education is to revitalize its power to deliver the American dream. South Dakota's projected population growth is comprised mostly of at-risk population youth. Find ways to actively and effectively engage our newest and fastest growing population of immigrant and first generation at-risk high school students, develop metrics that measure the difference between success and failure, and find ways to reach these students early and often. Succeeding in this effort will materially improve South Dakota workforce readiness and profoundly improve many individual lives. Failure will be at a great cost to the state and the equivalent of missing a real American dream opportunity that is available to thousands. This is another initiative that requires a concentrated and focused effort with our other state education partners. The SDBOR Board believes that the increase in recent high school graduates can create a positive recruitment metric for post-secondary enrollment. This increase in students, however, is based on an increase in at-risk populations who need to understand their opportunities early enough to capitalize on them, and who are more likely to need financial support and efficient, fast, and effective remediation in math and writing skills. Thus the SDBOR Board expects the Executive Director to work with K-12 and our post-secondary partners, industry and others to find complementary strategies to help students find the resources and develop the knowledge base, in particular, for advanced math skills, thereby helping them to be college ready upon high school graduation. This target population is another of the many areas that require effective engagement and coordination with our other education partners, most notably Technical institutions and Tribal colleges.
- 6. <u>Increase research.</u> Increasing research is critical to economic development and entrepreneurial opportunity in South Dakota, and fulfilling our educational mission to its citizenry. It is a powerful means of support for and attraction of advanced degree and undergraduate students alike. The SDBOR expects the Executive Director to work with the University Presidents where appropriate to stimulate an increase in scientific and technological research. This is an effort that will vary from institution to institution, and is the primary responsibility of the President. But the Board expects the Executive Director to set and monitor goals and expectations and to facilitate success. This effort includes outreach to our congressional delegation and other state leaders in a focused effort to increase research activity throughout the state.

- 7. Efficiencies. The SDBOR expects the Executive Director to aggressively review operations and wherever possible find meaningful efficiencies in the Board office and on the respective Regental campuses. The Board expects a demonstrable and palpable approach to prioritizing limited resources and adjusting to the reality of past reductions in public support for higher education. Aggressively seek out and reduce or eliminate activities that do not address the strategic initiatives as set out by the Board. The Board recognizes that these decisions and changes do not come without institutional pain, but the Board office and the constituent campuses must work together to make tough choices about what is most important with the limited resources we have available. We must undertake a thorough system-wide review to seek out efficiencies where they can be found. This effort should include specific outreach to administration and legislative leaders for suggestions based on their experience and perspectives. As this process unfolds, we would like to see a series of transparent, honest reports on what we can and cannot do improve efficiencies, along with analysis of the pros and cons involved in the tough choices that need to be considered. We need information to inform the discussion on the best ways to manage and improve system-wide efficiencies.
- 8. <u>Facilities Management.</u> Fundamentally, this is a key fiduciary obligation to look after an incredibly valuable and important array of state buildings and other facilities throughout the system. The SDBOR expects the Executive Director to hold the system Presidents accountable for efficient and effective facilities management including more deliberate and clear M&R practices and more efficient facility utilization. The Presidents are ongoing a process of reviewing M&R and space utilization. This is first and foremost a Presidential responsibility on each campus. But it has been wanting and needs more accountability. Please review carefully the long stagnant trends of most all of our institutions falling far short of reasonable industry standards on space utilization. By year's end, please provide a report as to progress made towards jump-starting that objective and getting it moving towards a path that demonstrates more effective space utilization of classroom and non-classroom facilities. Also, please review the updated M&R plans of each university and provide a report as to their adequacy.
- 9. <u>'Formula Funding' fairness.</u> Following up on the information reviewed at the August Board meeting, we would like your review of and report on best practices to help ensure fairness in the allocation of resources between our institutions, taking into account their many differences and similarities and sound management incentive alignment. Please provide us with a detailed, defensible report for further consideration by the Board and our other state policy leaders.
- 10. <u>Evidence.</u> The existing system Fact Book and Economic Impact Book are both great resources. But as new issues arise there is a need to update these with more contemporary data on new and evolving issues (e.g., comparative statistics on state funding in critical areas, M&R practices, utilization rates, pay, etc.). This update is

necessary to be able to legitimately and authoritatively demonstrate to the administration, legislature and other partners true measures of BoR performance and support relative to peers. The Board office needs to be able to produce verifiable analytics to improve the SDBOR "story" and to be able to market to the public and other important stakeholders such as business and industry. Specific measures will become clear as priorities unfold.

- 11. <u>Strategic initiatives review.</u> Review the existing BoR strategic plan and specific initiatives within it, and provide a report on the progress or lack thereof in each category relative to achievement of the goal within the metric and timeframe for each. In particular, please review the recruitment, retention and completion goals for the system and each institution's progress with respect to them. As the current strategic plan approaches completion, please provide insight toward its update.
- 12. <u>Financial Management.</u> Develop a clearer and more transparent means of assessing the system budget and finances and management reports that will help all managers (system and institution) do their job more effectively.
- 13. <u>University Centers.</u> We have spent a great amount of time and resources in an attempt to make our two University Centers more relevant to their local communities and the system, and more economically viable. We stand well short of success on that effort. Develop a mission and glidepath for the two Regental University Centers (Rapid City & Sioux Falls) that either get them to sustainable viability or develop alternative missions for these incredible resources. It is our belief that no true long-term success is possible without relevance and support from the local communities affected. With respect to the non-Regental University Center in Pierre, verify that the arrangements to date have achieved a "break-even" point for each regental institution still participating there, and report on the same.

This direction will be distributed publicly to welcome and encourage feedback from and dialogue with the public we serve and our policy partners in that service. It will be updated and adjusted as circumstances and Board direction warrant.

Adopted and directed by the Board this 9th day of August, 2018.

SOUTH DAKOTA BOARD OF REGENTS

Board Work

AGENDA ITEM: 1 – G DATE: August 7-9, 2018

SUBJECT

Rolling Calendar

CONTROLLING STATUTE, RULE, OR POLICY

Board of Regents' By-Laws, Section 5.0

BACKGROUND / DISCUSSION

The Board of Regents schedules its Board meetings using a rolling calendar. At each regularly scheduled business meeting, the Board approves the dates and location of the meeting that will take place the following year. This allows the Board to have a year's worth of regularly scheduled meetings on the calendar at all times.

IMPACT AND RECOMMENDATIONS

This will establish the August 2019 Board of Regents' meeting dates and location as August 6-8, 2019 in Pierre.

ATTACHMENTS

Attachment I – Proposed calendar of 2019 dates and locations Attachment II – Important dates to avoid Attachment III – 2019 calendar Attachment IV – Dates and locations for BOR meetings over the previous 10 years

DRAFT MOTION 20180807_1-G:

I move to approve August 6-8 as the dates and Pierre as the location for the August 2019 Board of Regents' meeting.

2019 Calendar

BOR ITEMS DUE (from campus)	BOR MAILOUT	BOR MEETINGS	BOR MEETING LOCATION	BOR APPROVAL DATE	COPS TOPICS DUE (from COPS)	COPS MAILOUT	COPS MEETING
March 8	March 26	April 2-4, 2019 (Tues-Thurs)	BHSU, Spearfish	3/28/18	April 11	April 16	April 23
April 19	May 7	May 14-16, 2019 (Tues-Thurs)	SDSU, Brookings	5/9/18	May 23	May 28	June 4
May 31	June 18	June 25-27, 2019 (Tues-Thurs)	DSU, Madison	6/27/18	July 3	July 9	July 16
July 12	July 30	August 6-8, 2019 (Tues-Thurs)	Pierre		August 15	August 20	August 27
Sept. 6	Sept. 24	Oct. 1-3, 2019 (Tues-Thurs)	SD Mines, Rapid City		Oct. 10	Oct. 15	Oct. 22
Nov. 7	Nov. 26	Dec. 3-5, 2019 (Tues-Thurs)	USD, Vermillion		Dec.12	Dec.13	Dec.17

DATES TO KEEP IN MIND 2019

January 1, Tuesday January 8, Tuesday January 21, Monday February 18, Monday March 4-8, Mon-Fri March 13, Wednesday March 17, Sunday March 29, Friday April 19, Friday April 21, Sunday April 14-16, Sun-Tues April 29-May 3, Mon-Fri May 4, Saturday May 20-21, Mon-Tues May 27, Monday June 23-26. Sun-Wed July 4, Thursday July 15-19, Mon-Friday August 5-11, Mon-Sun August 5-9, Mon-Thurs September 2, Monday September 26-28, Thurs-Sat **October 14, Monday** October 19, Saturday October 26-27, Sat-Sun November 11, Monday November 28, Thursday December 12-18, Thurs-Wed

December 14, Saturday December 21, Saturday December 25, Wednesday

New Year Holiday Observed Session Begins Martin Luther King Jr. Day **President's Day** Spring Break Last day of main run of session St. Patrick's Day Veto Day Good Friday Easter National Conference on Trusteeship (AGB) (Orlando, FL) Finals Week at Campuses Commencements WICHE (TBD) **Memorial Day** NACUA Annual Conference (Denver, CO) **Independence Day** SHEEO Annual Meeting (Little Rock, AR) Sturgis Rally SHEEO Higher Education Policy Conference (Boston, MA) Labor Day Buffalo Roundup Native American Dav First day of Pheasant Hunting Season Governor's Hunt **Veterans Day** Thanksgiving Finals Week at Campuses Commencement at SDSM&T Commencement at DSU, BHSU, NSU Christmas

HOLIDAYS IN

NEW YEAR'S DAY Tuesday, January 1 M.L. KING JR. DAY Monday, January 21 PRESIDENT'S DAY Monday, February 18 ASH WEDNESDAY	JANUARY SMTVVTFS 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JULY SMTVVTFS 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Wednesday, March 6 ST. PATRICK'S DAY Sunday, March 17 GOOD FRIDAY Friday, April 19 PASSOVER Sundown, April19 through April 27	I 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	AUGUST 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
EASTER Sunday, April 21 MOTHER'S DAY Sunday, May 12 MEMORIAL DAY Monday, May 27 FATHER'S DAY Sunday, June 16	MARCH 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	SEPTEMBER 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 30
INDEPENDENCE DAY Thursday, July 4 LABOR DAY Monday, September 2 ROSH HASHANAH Sundown, Sept. 29 through Sept. 30	APRIL 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	OCTOBER 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
YOM KIPPUR Sundown, Oct. 8 through Oct. 9 COLUMBUS DAY Monday, October 14 ELECTION DAY Tuesday, November 5 VETERANS DAY	MAY 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	NOVEMBER 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
Monday, November 11 THANKSGNING DAY Thursday, November 28 HANUKKAH Sundown, Dec. 22 through Dec. 30 CHRISTMAS Wednesday, December 25	JUNE 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	DECEMBER 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

YEAR	January	March/April	May	June	August	October	December
2019		4/2-4, BHSU	14-16, SDSU	25-27, DSU			
2018		3/27-29, BHSU	8-10, USD	26-28, SDSU	7-9, Pierre	2-4, SDSMT	4-6, NSU
2017		3/28-30, BHSU	9-11, SDSU	27-29, NSU	8-10, Pierre	3-5, DSU	5-7, SDSD
2016		3/30-4/1, SDSM&T	10-12, SDSU	28-30, DSU	2-4, Pierre	4-6, NSU	6-8, USD
2015		3/31-4/2, USD	12, Phone	9-11, DSU	10-12, Pierre	6-8, NSU	1-3, BHSU
2014		4/1-3, DSU	13, Phone	10-12, USD	12-14, Pierre	7-9, NSU	2-4, SDSMT
2013		4/3-4, NSU	15-16, SDSU	19-20, USD	14-15, SF	9-10, BHSU	4-5, SDSMT
2012	25 – Pierre	3/28-29,	16-17, SDSU	28-29, DSU	8-9, Pierre	10-11, USD	12-13, BHSU
		NSU/SDSBVI					
2011		3/31-4/1, SDSU	19-20, NSU	29-30, DSU	9-11, BHSU	12-13, USD	15-16 SDSMT
2010		3/31-4/1, NSU	13-14, USD	24-25, SDSU	11-13, BHSU	13-14, SDSMT	16-17 Pierre
2009	28 – Pierre	4/2-3, NSU	21-22, USD	25-26, Pierre	5-7, BHSU	14-15, SDSMT	17-18 DSU
2008	21 – Pierre	3/27-28, Pierre	29-30, NSU	26-27, SDSU	6-8, BHSU	22-23, SDSMT	18-19 DSU
2007	23 – Pierre	4/12-13	17-18, NSU	28-29 SDSU	8-10 BHSU	18-19, SDSMT	13-14 DSU
		USD/SDSD - SF					
2006	16 – Pierre	3/23-24 USD/	8-9, NSU	22-23, SDSU	9-11 BHSU	19-20 DSU	13-14 SDSMT
		Med Sch. SF					

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – A DATE: August 7-9, 2018

SUBJECT

Funding Adequacy in the Regental System

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

During the 2018 legislative session the issue of state funding per FTE was raised and a related Letter of Intent was approved by the Joint Appropriations Committee (JCA). The letter is attached to this item (Attachment I). The issue raised in the letter, "the appropriated general funds vary widely when looking at the amount of general funds per student FTE".

The information provided by the Legislative Research Council to the appropriators during session showed the following levels of funding per FTE:

BHSU	\$3,610
DSU	\$5,011
NSU	\$7,166
SDSM&T	\$7,232
SDSU	\$4,476
USD	\$6,095
USD-Med	\$17,698
USD-Law	\$6,255

The Letter of Intent further stated that "The JCA requests the Board of Regents present at the July 2018 JCA meeting regarding the rationale for how general funds are distributed among the state universities." Attachment II is the PowerPoint prepared and presented to the committee on July 25, 2018 by Dr. Kramer. Previous versions of the document had been shared with the Business Affairs Council and the Council of Presidents.

This issue of funding per FTE has been raised a number of times in the past by legislators, presidents, and even interested citizens. Usually, it is raised by someone that feels a particular institution is not receiving their fair share of state resources. It has been the

(Continued)

INFORMATIONAL

Funding Adequacy in the Regental System August 7-9, 2018 Page 2 of 21

Board's position that there is rationale for the differences. The presentation to the JCA focused on why there are differences and the fact that there are many different ways to look at the funding per student, giving very different perspectives. It was pointed out that the allocation of state resources may not be perfect, but there was substantial history behind the current allocation. The final slide pointed out that the Board would be focusing on this issue at their 2018 Retreat.

We will review the presentation at the meeting as a starting point for the conversation about funding adequacy. The issue at hand is about funding our institutions at appropriate levels and distributing available funding fairly between the institutions. Using funding per FTE to compare all South Dakota institutions to one another is an oversimplification of funding needs, especially when comparing institutions with very unique missions and cost structures. When comparing similar institutions, funding per FTE may provide some indication of funding adequacy which we will explore further at the retreat.

One of the main reasons for the large variance in funding per student are direct appropriations. Direct appropriations represent funding targeted for a specific program and provided to a specific institution. A list of those appropriations since 1984 will explain at least part of why BHSU is at the bottom of the funding per FTE.

Funding Adequacy in the Regental System August 7-9, 2018 Page 3 of 21

Direct Appropriations Since 1984									
	BHSU	DSU	<u>NSU</u>	<u>SDSMT</u>	SDSU Proper	USD Proper	Law School	Med School	
NSU E-Learning (School Districts Expansion)			\$1,000,000						
USD - Center for the Prevention of Child Maltreatment			. ,,.					\$210,725	
SDSU - DNP Preceptors					\$80,800			<i><i>vL</i>10)/20</i>	
NSU E-Learning			\$159,120		\$00,000				
SDSU - DNP Preceptors			\$155,120		\$260,000				
USD - MD Expansion					\$200,000			\$1,036,515	
USD - PA Preceptors								\$111,000	
NSU E-Learning			\$159,120					Ş111,000	
SDSM&T/USD - Ph.D. Physics			\$159,120	\$925,501		\$952,965			
USD - PA Expansion				\$925,501		ş952,905		\$455,440	
			602 774					\$455,440	
NSU E-Learning			\$83,774					64.070.044	
USD - MD Expansion								\$1,070,011	
USD - PA Expansion								\$132,698	
USD - Master of Social Work								\$237,251	
REED Technical Support		\$155,359							
Doctoral Programs				\$754,500	\$527,335	\$508,222			
Doctoral Programs		\$606,351		\$399,909	\$598,396	\$268,404			
General Ed to Tech Schools						\$225,000			
Ed Course Delivery - TI	\$45,000	\$144,000	\$0						
New Doctoral Programs				\$224,954	\$91,805	\$91,387		\$680,018	
Graduate Research Assistants		\$30,442		\$254,068	\$114,607	\$86,281		\$111,678	
NSU E-Learning			\$220,882						
Nursing Program Expansion					\$219,659			\$731,714	
Medical Education								\$409,811	
Carbon Sequestrian Specialist						\$56,066			
NSU E-Learning			\$1,351,120						
Fire Predictor Specialist				\$100,000					
Carbon Sequestrian Specialist				\$22,500		\$56,066			
GMO Testing				. ,		,.			
Rural Family Medicine Residency Program								\$675,000	
Midlevel Practioner Scholarship Program								\$16,000	
Family Practice Residency Program								\$744,710	
Midlevel Practioner Scholarship Program								\$44,000	
Physician's Assistant								\$170,359	
West River Nursing					\$44,915	\$0		\$625	
Business Opportunity Center					\$44,915	\$100,000		Ş025	
OT/PT						\$100,000		\$475,000	
-					676 500	6E.00		\$475,000	
West River Nursing					\$76,580	\$500		65C4 0 10	
Nursing Ed Expansion					\$25,535			\$561,343	
West River Nursing					\$168,074			\$256,066	
Med School Faculty								\$140,000	
BHSU Equalization	\$68,184								
DSU Equalization		\$47,059							
DSU Mission Change		\$998,000							
Totals	\$113,184	\$1,981,211	\$2,974,016	\$2,681,432	\$2,207,706	\$2,344,891	\$0	\$8,269,964	

Funding Adequacy Measurement Tools

In the absence of a robust formula that has been vetted by all the universities and endorsed by the Board, the tools to assess funding adequacy are limited. Given that the budget is about 67% personal services, looking at salaries and the market is one way to assess our funding. That issue is being reviewed and is part of the FY20 budget discussion.

Looking at peer institutions and where we stand with like institutions will also give us some indication of where we stand in comparison with others. Every state is unique and certainly SD with no community college system, and with six public universities in a very small state, we fit the definition of "unique". Some of these nuances are lost in peer comparisons.

Funding Adequacy in the Regental System August 7-9, 2018 Page 4 of 21

> Another tool that has been discussed is the Delaware Cost Study. The study is a disciplinelevel comparative analysis of faculty teaching loads, direct instructional costs, and separately budgeted scholarly activity. The system will begin to participate in that study in the coming year. This will give us some comparable instructional cost information which will help us differentiate costs by program. This information would be useful in developing an instructional formula and organizing programs by cost.

> Developing and using a formula as a budget request tool or realignment tool has been tabled since 2011 when we moved to University Managed Resources. Under the current funding model, the campuses all keep their own revenues so a formula tool has not been needed. The last formula model developed, the Revenue Gap Analysis, was never adopted by the Board. It would take several months and a significant commitment by BAC and AAC to develop an appropriate model.

This paper will look deeper into funding per student, explore the idea of a performance formula model and the adoption of a funding formula.

Funding Per FTE Comparisons

Using a funding per student FTE approach is often used to make comparisons between states at the national level and can also be helpful in understanding funding situations when the comparison is made between like institutions. Data collected by IPEDS provides comparable funding information as well as a standardized FTE calculation to make appropriate comparisons.

IPEDS Data

The Board's dashboards can be used to make reasonable comparisons of our institutions with "like" institutions. Being able to isolate 4-year public institutions, types of institutions, and size of institutions gives us a finer-tuned picture of where our institutions stand with comparable schools. The following information attempts to make appropriate comparisons using IPEDS data.

Using the schools Carnegie Classification which categorizes schools based on the level of degrees offered and conferred, the size of the institutions, and research and development expenditures, allows us to isolate similar institutions. We can even drill further down and refine the comparisons using enrollment ranges and characteristics of the schools. The following tables provide comparisons of state funding and tuition and fee costs per student FTE with comparable schools.

The second comparison will use the campus selected peers. These comparisons are likely to compare institutions that are even more similar. In almost all cases below, the peer data

appear to be more aligned in state funding, tuition and fees and spending per degree. The comments and analysis will use the campus selected peers.

Black Hills State University

BHSU -	Region A	ll - Maste	rs Small - 1,	000 to 4,9	99 FTE - N	lo Hospital -	No Med	- Not Lan	d Grant = 25	Comps		
	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	<u>BHSU</u>	<u>Comp</u>	% of Comp	<u>BHSU</u>	<u>Comp</u>	% of Comp	BHSU	<u>Comp</u>	% of Comp	BHSU	<u>Comp</u>	<u>% of Comp</u>
2011	\$2,230	\$6,721	33.2%	\$5,576	\$4,494	124.1%	\$7,806	\$11,215	69.6%	\$80,752	\$126,989	63.6%
2012	\$2,235	\$6,648	33.6%	\$5,763	\$4,823	119.5%	\$7,998	\$11,471	69.7%	\$88,544	\$119,087	74.4%
2013	\$2,631	\$6,732	39.1%	\$6,118	\$5,072	120.6%	\$8,749	\$11,804	74.1%	\$73,900	\$118,096	62.6%
2014	\$2,817	\$7,408	38.0%	\$6,137	\$5,296	115.9%	\$8,954	\$12,704	70.5%	\$79,944	\$111,060	72.0%
2015	\$2,898	\$7,739	37.4%	\$6,268	\$5,646	111.0%	\$9,166	\$13,385	68.5%	\$78,420	\$112,506	69.7%
2016	\$2,977	\$8,121	36.7%	\$6,598	\$5,819	113.4%	\$9,575	\$13,940	68.7%	\$78,137	\$117,013	66.8%

BHSU -	Peers											
	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	<u>BHSU</u>	<u>Comp</u>	% of Comp	<u>BHSU</u>	<u>Comp</u>	% of Comp	BHSU	<u>Comp</u>	<u>% of Comp</u>	<u>BHSU</u>	<u>Comp</u>	<u>% of Comp</u>
2011	\$2,230	\$4,284	52.1%	\$5,576	\$4,353	128.1%	\$7,806	\$8,637	90.4%	\$80,752	\$79,420	101.7%
2012	\$2,235	\$4,237	52.7%	\$5,763	\$4,324	133.3%	\$7,998	\$8,561	93.4%	\$88,544	\$76,285	116.1%
2013	\$2,631	\$4,389	59.9%	\$6,118	\$4,356	140.4%	\$8,749	\$8,745	100.0%	\$73,900	\$73,812	100.1%
2014	\$2,817	\$4,783	58.9%	\$6,137	\$4,760	128.9%	\$8,954	\$9,543	93.8%	\$79,944	\$73 <i>,</i> 680	108.5%
2015	\$2 <i>,</i> 898	\$5,091	56.9%	\$6,268	\$4,981	125.8%	\$9,166	\$10,072	91.0%	\$78,420	\$70 <i>,</i> 893	110.6%
2016	\$2,977	\$5,165	57.6%	\$6,598	\$5,359	123.1%	\$9,575	\$10,524	91.0%	\$78,137	\$70,573	110.7%

When looking at their peers, it is very clear that BHSU gets a much lower portion of its funding from state appropriations. BHSU is very tuition dependent with 23% more of their money coming from students than their peers, which creates a greater risk tied to enrollments. To be at 100% of the peer state appropriation level, BHSU would need \$6.6M in additional dollars. The number would be \$5.0M if it only applied to resident students. Considering total funding available per FTE, BHSU would need \$2.9M to bring them up to their peer level (\$2.2M for resident students only), but they would remain tuition dependent.

BHSU gets 36% less funding from the state per FTE than DSU, and 48% less than NSU. To bring BHSU up to the level of state funding received by DSU would require approximately \$5.2M in additional state funding. To match NSU, BHSU would require an additional \$8.2M. This adjustment assumes that the programs and related costs are similar in nature and should be funded at the same level. DSU does have some unique high cost programs that are not comparable to BHSU.

Finally, the cost to produce a degree at BHSU is 11% higher or \$7,564 more than its peers.

Funding Adequacy in the Regental System August 7-9, 2018 Page 6 of 21

Dakota State University

DSU - F	Region All	- Masters	s Small - 1,00	00 to 4,99	9 FTE - No	Hospital - I	No Med -	Not Land	Grant = 25	Comps		
	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	DSU	<u>Comp</u>	% of Comp	<u>DSU</u>	Comp	% of Comp	DSU	<u>Comp</u>	% of Comp	DSU	<u>Comp</u>	<u>% of Comp</u>
2011	\$4,186	\$6,721	62.3%	\$6,467	\$4,494	143.9%	\$10,653	\$11,215	95.0%	\$98,107	\$126,989	77.3%
2012	\$4,370	\$6,648	65.7%	\$6,783	\$4,823	140.6%	\$11,153	\$11,471	97.2%	\$99,339	\$119,087	83.4%
2013	\$4,656	\$6,732	69.2%	\$6,380	\$5,072	125.8%	\$11,036	\$11,804	93.5%	\$94,690	\$118,096	80.2%
2014	\$4,868	\$7,408	65.7%	\$7,158	\$5,296	135.2%	\$12,026	\$12,704	94.7%	\$101,302	\$111,060	91.2%
2015	\$4,867	\$7,739	62.9%	\$7,359	\$5,646	130.3%	\$12,226	\$13,385	91.3%	\$99,375	\$112,506	88.3%
2016	\$4,684	\$8,121	57.7%	\$7,501	\$5,819	128.9%	\$12,185	\$13,940	87.4%	\$86,710	\$117,013	74.1%

DSU - F	Peers											
	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	<u>DSU</u>	<u>Comp</u>	<u>% of Comp</u>	<u>DSU</u>	Comp	% of Comp	DSU	<u>Comp</u>	% of Comp	DSU	<u>Comp</u>	<u>% of Comp</u>
2011	\$4,186	\$6,365	65.8%	\$6,467	\$4,905	131.8%	\$10,653	\$11,270	94.5%	\$98,107	\$81,590	120.2%
2012	\$4,370	\$5,613	77.9%	\$6,783	\$5,281	128.4%	\$11,153	\$10,894	102.4%	\$99,339	\$78,855	126.0%
2013	\$4,656	\$5,536	84.1%	\$6,380	\$5,431	117.5%	\$11,036	\$10,967	100.6%	\$94,690	\$76,929	123.1%
2014	\$4,868	\$5 <i>,</i> 817	83.7%	\$7,158	\$5,861	122.1%	\$12,026	\$11,678	103.0%	\$101,302	\$80,818	125.3%
2015	\$4,867	\$6,387	76.2%	\$7,359	\$6,505	113.1%	\$12,226	\$12,892	94.8%	\$99 <i>,</i> 375	\$79,370	125.2%
2016	\$4,684	\$6,858	68.3%	\$7,501	\$7,023	106.8%	\$12,185	\$13,881	87.8%	\$86,710	\$74,753	116.0%

DSU is also well below their peers for state funding at 68.3%. To bring DSU to the funding per FTE of its peers would require an additional \$4.5M. The cost to produce a graduate at DSU is 16% or \$11,957 higher per degree than its peers.

Northern State University

	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	<u>NSU</u>	<u>Comp</u>	<u>% of Comp</u>									
2011	\$5,201	\$6,721	77.4%	\$4,501	\$4,494	100.2%	\$9,702	\$11,215	86.5%	\$113,412	\$126,989	89.3%
2012	\$5,267	\$6,648	79.2%	\$4,810	\$4,823	99.7%	\$10,077	\$11,471	87.8%	\$98,859	\$119,087	83.0%
2013	\$5,540	\$6,732	82.3%	\$4,979	\$5,072	98.2%	\$10,519	\$11,804	89.1%	\$115,190	\$118,096	97.5%
2014	\$5,754	\$7,408	77.7%	\$5,162	\$5,296	97.5%	\$10,916	\$12,704	85.9%	\$105,039	\$111,060	94.6%
2015	\$5,788	\$7,739	74.8%	\$5,071	\$5,646	89.8%	\$10,859	\$13,385	81.1%	\$94,818	\$112,506	84.3%
2016	\$5,691	\$8,121	70.1%	\$4,832	\$5,819	83.0%	\$10,523	\$13,940	75.5%	\$91,008	\$117,013	77.8%

NSU - I	Peers											
	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	<u>NSU</u>	<u>Comp</u>	% of Comp	<u>NSU</u>	<u>Comp</u>	<u>% of Comp</u>	<u>NSU</u>	<u>Comp</u>	<u>% of Comp</u>	<u>NSU</u>	<u>Comp</u>	<u>% of Comp</u>
2011	\$5,201	\$4,670	111.4%	\$4,501	\$4,319	104.2%	\$9,702	\$8,989	107.9%	\$113,412	\$94,439	120.1%
2012	\$5,267	\$4,446	118.5%	\$4,810	\$4,643	103.6%	\$10,077	\$9,089	110.9%	\$98,859	\$90,316	109.5%
2013	\$5,540	\$4,591	120.7%	\$4,979	\$5,798	85.9%	\$10,519	\$10,389	101.3%	\$115,190	\$83,870	137.3%
2014	\$5,754	\$4,497	128.0%	\$5,162	\$5,080	101.6%	\$10,916	\$9,577	114.0%	\$105,039	\$76,916	136.6%
2015	\$5,788	\$4,578	126.4%	\$5,071	\$5,362	94.6%	\$10,859	\$9,940	109.2%	\$94,818	\$74,376	127.5%
2016	\$5,691	\$4,755	119.7%	\$4,832	\$5,581	86.6%	\$10,523	\$10,336	101.8%	\$91,008	\$75,576	120.4%

Funding Adequacy in the Regental System August 7-9, 2018 Page 7 of 21

NSU's state funding is 119.7% of their peer funding per FTE, but their tuition is only at 87% of their peers. This is the opposite of the other two comprehensive schools. NSU has approximately \$2.1M more in state funding than its peers. NSU has a large dual credit program, concurrent credit program and international student tuition structure, all of which generate less tuition on average. NSU has a smaller proportion of student FTE generated by distance courses than do BHSU and DSU, which are at a higher cost.

The cost to produce a degree is 20% more than their peers at \$15,432. Even though NSU has almost the same funding per degree as its peers, it is far less efficient at producing degrees. NSU is the most inefficient of the SD schools in producing degrees.

Summary of BHSU, DSU and NSU

When looking at state funding per student, and without the benefit of looking at the unique academic program differences between all the institutions, it is evident that BHSU falls well below the funding level of its peers and the level of funding for DSU and NSU. While DSU is also behind the funding per FTE level of its peers, BHSU is the furthest behind.

BHSU is also far more tuition dependent than the other SD schools. A deeper dive into the NSU tuition revenues is needed to understand why they are producing revenues at a much lower rate given their tuition rates are similar to BHSU.

BHSU is more efficient at producing degrees than DSU and NSU at 6% less and 10% less respectively.

SDSM8	&T - Peers	- 4										
	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	<u>SDSM</u>	<u>Comp</u>	% of Comp	<u>SDSM</u>	<u>Comp</u>	% of Comp	<u>SDSM</u>	<u>Comp</u>	% of Comp	<u>SDSM</u>	<u>Comp</u>	<u>% of Comp</u>
2011	\$7,217	\$7,125	101.3%	\$6,300	\$8,567	73.5%	\$13,517	\$15,692	86.1%	\$206,447	\$140,723	146.7%
2012	\$7,287	\$6,443	113.1%	\$7,398	\$8,820	83.9%	\$14,685	\$15,263	96.2%	\$174,446	\$135,424	128.8%
2013	\$6,967	\$6,670	104.5%	\$8,097	\$9,810	82.5%	\$15,064	\$16,480	91.4%	\$171,713	\$133,988	128.2%
2014	\$7,074	\$6 <i>,</i> 699	105.6%	\$8,909	\$10,255	86.9%	\$15,983	\$16,954	94.3%	\$163,675	\$140,215	116.7%
2015	\$7,250	\$6,962	104.1%	\$9,319	\$10,519	88.6%	\$16,569	\$17,481	94.8%	\$170,179	\$139,126	122.3%
2016	\$6,916	\$6,935	99.7%	\$9,876	\$10,776	91.6%	\$16,792	\$17,711	94.8%	\$149,659	\$130,983	114.3%

South Dakota School of Mines and Technology

SDSM&T is only being compared to its chosen peers because of their engineering school specialization. It is hard to compare them to other schools. Their peers are: Michigan Technological University, MI (Doctoral Universities: Higher Research Activity, 7,099 students); Missouri University of Science and Technology, MO (Doctoral Universities: Higher Research Activity, 8,640 students); and Montana Tech of the University of Montana, MT (Baccalaureate Colleges: Diverse Fields, 2085 students).

SDSM&T is right in-line with their peers when looking at state funding levels, and slightly less expensive in tuition and fees. The cost to produce a degree at SDSM&T is \$18,676 more than its peers, or 14% higher.

South Dakota State University

SDSU -	Region Al	I - Docto	ral -Higher R	esearch A	ctivity - 1	0,000 to 19,	,999 FTE -	No Hospi	ital - No Me	d - Land Gra	ant - 9	
	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	<u>SDSU</u>	<u>Comp</u>	<u>% of Comp</u>	<u>SDSU</u>	Comp	% of Comp	<u>SDSU</u>	<u>Comp</u>	% of Comp	<u>SDSU</u>	<u>Comp</u>	<u>% of Comp</u>
2011	\$5,298	\$8,557	61.9%	\$5,970	\$7,163	83.3%	\$11,268	\$15,720	71.7%	\$119,819	\$151,317	79.2%
2012	\$5,325	\$8,415	63.3%	\$6 <i>,</i> 835	\$7,680	89.0%	\$12,160	\$16,095	75.6%	\$115,259	\$148,420	77.7%
2013	\$5 <i>,</i> 697	\$9,062	62.9%	\$7,250	\$8,168	88.8%	\$12,947	\$17,230	75.1%	\$108,179	\$144,581	74.8%
2014	\$6,108	\$9,060	67.4%	\$7,493	\$8,274	90.6%	\$13,601	\$17,334	78.5%	\$118,893	\$145,824	81.5%
2015	\$6,170	\$9,459	65.2%	\$7,992	\$8,592	93.0%	\$14,162	\$18,051	78.5%	\$118,379	\$148,110	79.9%
2016	\$6,292	\$9,797	64.2%	\$8,375	\$8,892	94.2%	\$14,667	\$18,689	78.5%	\$113,305	\$149,346	75.9%

SDSU - Peers

3030 -	reels											
	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	<u>SDSU</u>	<u>Comp</u>	% of Comp	<u>SDSU</u>	<u>Comp</u>	% of Comp	<u>SDSU</u>	<u>Comp</u>	% of Comp	<u>SDSU</u>	<u>Comp</u>	<u>% of Comp</u>
2011	\$5,298	\$8,489	62.4%	\$5,970	\$7,110	84.0%	\$11,268	\$15,599	72.2%	\$119,819	\$149,986	79.9%
2012	\$5,325	\$8,513	62.6%	\$6,835	\$7,811	87.5%	\$12,160	\$16,324	74.5%	\$115,259	\$145,362	79.3%
2013	\$5,697	\$8,836	64.5%	\$7,250	\$8,172	88.7%	\$12,947	\$17,008	76.1%	\$108,179	\$147,293	73.4%
2014	\$6,108	\$9,059	67.4%	\$7,493	\$8,512	88.0%	\$13,601	\$17,571	77.4%	\$118,893	\$144,416	82.3%
2015	\$6,170	\$9,237	66.8%	\$7,992	\$8,526	93.7%	\$14,162	\$17,763	79.7%	\$118,379	\$144,726	81.8%
2016	\$6,292	\$9,443	66.6%	\$8,375	\$8,770	95.5%	\$14,667	\$18,213	80.5%	\$113,305	\$150,301	75.4%

When focusing on land grant institutions, the state funding is 34% lower at SDSU than its peers. Tuition and fees per student are only slightly less at SDSU. To bring SDSU up to the peer FTE state funding level would require \$32.8M! Because the funding reported to IPEDS includes CES and AES, we do not know if this is contributing to the revenue shortfall. In other words, are Cooperative Extension and Agricultural Experiment Station operations funded better by their peers? This requires further analysis.

Even with substantially less funding (assuming CES and AES are funded similarly), SDSU produces graduates 25% more efficiently than its peers.

University of South Dakota

USD - F	Region All	- Doctora	l -Higher Re	search Ac	tivity - 5,	000 to 9,999	FTE - No	Hospital ·	Med or No	Med - Not	Land Gran	t - 10
	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	<u>USD</u>	<u>Comp</u>	% of Comp	<u>USD</u>	<u>Comp</u>	<u>% of Comp</u>	USD	<u>Comp</u>	% of Comp	USD	<u>Comp</u>	<u>% of Comp</u>
2011	\$5,931	\$7,055	84.1%	\$6,192	\$9,354	66.2%	\$12,123	\$16,409	73.9%	\$86,439	\$170,098	50.8%
2012	\$5,766	\$6,510	88.6%	\$6,433	\$10,201	63.1%	\$12,199	\$16,711	73.0%	\$96,027	\$148,736	64.6%
2013	\$6,199	\$6,897	89.9%	\$6,878	\$10,776	63.8%	\$13,077	\$17,673	74.0%	\$92,585	\$142,882	64.8%
2014	\$6,571	\$7,127	92.2%	\$7,037	\$11,077	63.5%	\$13,608	\$18,204	74.8%	\$94,601	\$141,066	67.1%
2015	\$6,555	\$7,395	88.6%	\$6,837	\$11,608	58.9%	\$13,392	\$19,003	70.5%	\$91,295	\$146,480	62.3%
2016	\$7,202	\$7,744	93.0%	\$7,964	\$11,790	67.5%	\$15,166	\$19,534	77.6%	\$94,800	\$148,408	63.9%

USD - I	Peers											
	State App	ropriatio	ns	Tuition ar	nd Fees		Total			Spending P	er Degree	
	USD	Peers	% of Comp	USD	<u>Comp</u>	% of Comp	USD	<u>Comp</u>	% of Comp	USD	<u>Comp</u>	<u>% of Comp</u>
2011	\$5,931	\$5,959	99.5%	\$6,192	\$10,053	61.6%	\$12,123	\$16,012	75.7%	\$86,439	\$136,690	63.2%
2012	\$5,766	\$5,990	96.3%	\$6,433	\$10,652	60.4%	\$12,199	\$16,642	73.3%	\$96,027	\$137,824	69.7%
2013	\$6,199	\$5,901	105.0%	\$6 <i>,</i> 878	\$10,860	63.3%	\$13,077	\$16,761	78.0%	\$92,585	\$136,365	67.9%
2014	\$6,571	\$7,365	89.2%	\$7,037	\$11,202	62.8%	\$13,608	\$18,567	73.3%	\$94,601	\$170,210	55.6%
2015	\$6,555	\$7,666	85.5%	\$6,837	\$11,557	59.2%	\$13,392	\$19,223	69.7%	\$91,295	\$171,550	53.2%
2016	\$7,202	\$7,118	101.2%	\$7,964	\$11,932	66.7%	\$15,166	\$19,050	79.6%	\$94,800	\$178,269	53.2%

When focusing on universities with law and medical schools, the state funding for USD is in-line with the USD peers. Tuition and fees on the other hand are substantially below that of their peers. USD is much smaller when compared to its peers and the portion of revenues coming from medicine and law school, which will be at a much higher cost, could be very different. This issue requires further analysis.

Even though USD is well below the funding levels of its peers (assuming the proportion of revenues from med and law are similar to peers), it is able to produce graduates far cheaper than its peers -47% less! They have the highest efficiency rate of the SD schools. Again, the distribution of degrees and related costs could impact this significantly.

Summary of SDSM&T, SDSU and USD

The peer data would lead one to believe that SDSM&T is adequately funded and their focus should be on degree efficiency. USD is also funded in-line with its peers, but having a better understanding of why their tuition revenues is so much lower than their peers would be helpful. The number of nonresidents at reduced tuition rates could be impacting overall revenues, or USD is producing more low cost degrees than its peers and those degrees have lower tuition. SDSU is well below its peers in state funding levels and it would require a substantial sum of money to bring them up to their peers - \$32.8M! Further analysis is needed to understand if the funding levels of Coop Ext. and Ag Experiment Stations of their peers is impacting that number. SDSU is the furthest behind in state funding per FTE of all the SD schools at \$3,151 per student. USD and SDSU are both very efficient at producing degrees, with USD performing the best of all SD schools. USD and SDSU also have less funding than their peers, but both produce degrees far more efficiently than their peers.

Residents and Nonresidents

The state funding shortfalls identified for BHSU, DSU, and SDSU assume that the state is willing to support all students, residents and nonresidents at the same level. Should a decision be made to request state money for the base budgets of the institutions, it would seem that a more sellable approach to funding would be to look at the level of funding for all schools based on resident students. While SD needs the nonresidents to supplement the revenue stream and to address workforce needs, it is unlikely that the state will support funding all students at the same level from state tax dollars. Any realignment of dollars

should also consider resident enrollments in some way. Including the proportion of nonresident students that stay in the state after graduation could be taken into account when determining funding needs.

FY18 State Funding Per Resident FTE											
	FY18 State Appropriation	Resident FTE	Funding Per FTE								
BHSU	\$9,552,983	2,000	\$4,776								
DSU	\$9,746,276	1,215	\$8,022								
NSU	\$11,834,384	1,354	\$8,740								
SDSM&T	\$16,703,197	1,049	\$15,923								
SDSU	\$44,533,464	5,449	\$8,173								
USD	\$43,362,893	4,433	\$9,783								
Note: Exc	ludes: NSU k-12 E-Learning; A	ES, CES, ADRDL, and M	D Program.								

A simple look at just resident FTE and the amount of state funding per student follows:

SHEF Report

The State Higher Education Executive Officers Association Report – State Higher Education Finance (SHEF) report is one of the better finance studies available. This study looks at all postsecondary funding for each state and makes comparisons based on student FTE. The study has limitations in that states have very different structures ranging from many small institutions to one large institution, and captures all postsecondary education including community colleges, technical institutes, and the full range of four-year institutions. The data can however be helpful in understanding how a state is doing in higher education funding at a macro level.

The following table shows that postsecondary education in SD has \$15,279 in total educational funding per student FTE, which is the 18^{th} highest in the nation – 32 of the states operate on less funding per FTE than SD. The state educational appropriations per FTE funding amount of \$6,488 ranks 31^{st} in the country – 30 states fund postsecondary education better than SD. The net tuition revenue per FTE ranks 43^{rd} – only 7 states get less of their funding from tuition. While this information would seem to indicate that SD institutions have ample funds to operate, it is suspected that the lower per FTE funding in other states for their community colleges is lowering their funding per FTE. There is little doubt that SD relies too heavily on tuition to fund public education.

Funding Adequacy in the Regental System August 7-9, 2018 Page 11 of 21

	Total Educational Revenue Per FTE	Rank	Educational Revenues Per FTE	Rank	Net Tuition Revenue Per FTE	Rank
Alabama	\$18,007	7	\$6,666	26	\$12,161	47
Alaska	\$19,676	4	\$13,612	3	\$6,063	17
Arizona	\$12,519	42	\$4,920	44	\$7,893	31
Arkansas	\$13,581	34	\$7,885	15	\$6,549	19
California	\$10,556	49	\$8,447	12	\$2,109	1
Colorado	\$13,989	28	\$4,194	47	\$9,748	42
Connecticut	\$17,278	9	\$8,103	14	\$9,176	38
Delaware	\$18,408	5	\$4,880	45	\$13,714	48
Florida	\$9,712	50	\$6,456	32	\$3,257	3
Georgia	\$13,721	31	\$8,550	11	\$5,178	9
Hawaii	\$15,381	16	\$10,810	4	\$4,571	5
daho	\$14,567	26	\$9,793	7	\$4,774	7
Illinois	\$23,228	1	\$16,055	2	\$7,455	27
Indiana	\$17,468	8	\$6,899	25	\$10,759	45
lowa	\$15,630	15	\$5,997	38	\$9,632	41
Kansas	\$13,091	38	\$6,112	36	\$6,980	21
Kentucky	\$15,353	17	\$7,634	18	\$7,719	21
Louisiana	\$11,076	48	\$5,373	43	\$5,660	15
Maine	\$11,078	48 12	\$7,559	45 19	\$8,994	36
Maryland	\$15,101	21	\$7,729	19	\$7,372	26
Massachusetts	\$12,837	39	\$7,230	22	\$7,372	13
Vichigan	\$12,837	2	\$6,508	30	\$14,999	50
-		13		23		37
Vinnesota	\$16,347		\$7,182	23	\$9,142	28
Vississippi	\$14,881	23	\$7,357	21	\$7,503	
Vissouri Vontana	\$12,503	43 35	\$6,534	34	\$5,940	16 24
	\$13,317		\$6,190		\$7,093	
Nebraska	\$16,553	11	\$9,801		\$6,753	20
Nevada	\$12,133	46	\$7,496	20	\$4,617	6
New Hampshire		40	\$2,701	49	\$10,058	44
New Jersey	\$15,996	14	\$6,362	33	\$9,601	40
New Mexico	\$13,118	37	\$9,348	9	\$3,770	4
New York	\$13,617	33	\$8,640	10	\$4,977	8
North Carolina	\$15,265	19	\$9,959	5	\$5,306	11
North Dakota	\$18,326	6	\$9,552	8	\$8,774	34
Dhio	\$14,688	25	\$6,061	37	\$8,626	33
Oklahoma	\$13,671	32	\$6,585	27	\$7,059	23
Dregon	\$13,885	30	\$5,959	39	\$7,887	30
Pennsylvania	\$15,135	20	\$4,122	48	\$11,014	46
Rhode Island	\$13,960	29	\$5,606	41	\$8,313	32
South Carolina	\$14,693	24	\$5,716	40	\$9,585	39
South Dakota	\$15,279	18	\$6,488	31	\$9,943	43
Tennessee	\$15,045	22	\$8,242	13	\$7,012	22
Texas	\$13,225	36	\$7,846	16	\$5,379	12
Jtah	\$12,186	45	\$6,543	28	\$5,615	14
/ermont	\$17,019	10	\$2,695	50	\$14,732	49
/irginia	\$14,309	27	\$5,533	42	\$8,854	35
Nashington	\$12,249	44	\$6,982	24	\$5,266	10
West Virginia	\$11,256	47	\$4,781	46	\$7,191	25
Nisconsin	\$12,582	41	\$6,156	35	\$6,391	18
Wyoming	\$21,331	3	\$18,237	1	\$3,134	2
U.S.	\$14,151		\$7,642		\$6,572	

1. Educational appropriations are a measure of state and local support available for public higher education operating expenses, and exclude appropriations for independent institutions, financial aid for students attending independent institutions, research, hospital, and medical education.

2. Adjustment factors to arrive at constant dollar figures include Cost of Living Index, Enrollment Mix Index, and Higher Educatoin Cost Adjustment. The Cost of Living Index is not a measure of inflation over time.

3. Net tuition revenue is calculated by taking the gross amount of tuition and fees, less state and institutional financial aid, tuition waivers or discounts, and medical student tuition and fees. Net tuition revenue used for capital debt service is included in the net tuition revenue figures above.

4. Total educational revenue is the sum of educational appropriations and net tuition, excluding net tuition revenue used for capital debt service.

Funding Adequacy in the Regental System August 7-9, 2018 Page 12 of 21

Funding Models History

A deeper dive is needed to determine the "right" investment and expenditure related to instruction (Program 01). This is done using the program mix and credit hour production at the schools. Considering the mix of enrollments and the program offerings would lend to more accuracy in making the comparison between the SD schools. This would require the adoption of a formula that would utilize a Classification of Instructional Program system. The formula model would assign factors by course level and discipline. In essence, the factor is determined based on the instructional workload and ideal class size. (A factor is the number of credit hours needed to generate one instructional faculty FTE. Factors vary by course level and discipline. Dividing the factor by the instructional workload (course credit hours/FTE/year) yields the average section size. If the factor is 1049 (social sciences, lower level), it takes 1,049 credit hours to generate 1.0 FTE and the average section size required is 43.7 (1049/24)). Using factors and actual credit hours will tell you how many faculty are needed in total. The dollars are then determined either by using average faculty salaries or the salary for the discipline. Once this is done for all credit hours and disciplines, you have much more comparable data and will know what it should cost to deliver instructional programs. Other programs (Programs 02- Research, Program 03 – Public Service, Program 04 – Academic Support, Program 05 – Student Services, Program 06 – Institutional Support, Program 07 – O&M of Plant) can use benchmarking to determine appropriate investments, for example, how many financial aid people are needed per student, or how much do you have to spend per square foot for janitorial services.

The Board has used a variety of funding models over the last three decades with varying success. The Board used a funding formula that was enrollment based starting in the 1970s up until FY99. That formula was used as a method to realign funding for many years and as a way to request money from the state. The formula gains and losses were strictly based on enrollment changes. The adjustments were determined by the increases/decreases in credit hours weighted by the program mix and then converted into faculty FTE and funded at the current institutional average salary. The formula was not always supported as a budget request tool by the executive branch or the legislature and in those years was simply used as a tool to realign available resources. The formula was endorsed fully by the Mickelson administration and up until FY99, the formula was "fully-funded". The formula generation for the FY99 budget request, based on academic year 1997 enrollment data, was the last time the formula was used as a budget request mechanism. At that time, the projected formula loss was \$1,613,960 due to a decline in state-support enrollments and the mix of those enrollments. The funding was retained by the system and became base funding for the salary competitiveness plan. With the perception that enrollments were likely to decline or be flat for a number of years, the Board was able to negotiate a new model, called the Funding Framework.

Adopted in December of 1997 and put in place in FY00, the Funding Framework allocated money to three buckets: 1) the Reinvestment Through Efficiencies Program which was

Funding Adequacy in the Regental System August 7-9, 2018 Page 13 of 21

> started in FY99; 2) the operating base budgets for the universities that represented 95% of the dollars after reinvestments; and 3) 5% went to policy incentive funds. The Funding Framework continued to use the formula to determine adjustments for enrollments. The base enrollments and related funding were adjusted for policy changes that shifted courses and enrollments from state-support to self-support (off-campus courses, remedial course placement policies), or where things were moved outside of the formula, or when cuts to the base reduced overall funding. Each university's fall state-support enrollment was compared to its base enrollment to determine whether there would be a one-time base budget adjustment for the following fiscal year. The adjustments were based on the system's average instructional support per FTE; this was the total of Program 01 Instruction, Program 04 Academic Support, and Program 05 Student Services per FTE for the system (general funds, school & public lands, HEFF, tuition & system fees). The intent was to add resources for FTE changes over 104% and remove resources for FTE below 96% of the (adjusted) base enrollment. While the formula was not used as a budget request tool, it was used through FY03 to realign resources based on enrollments. Additionally, up to 5% of the university budgets were also at risk based on dollars committed to performance pools. The performance pools included a number of priorities: growth in the number of South Dakota FTE, enrollment in economic growth programs, improvement in academic quality (proficiency examinations), collaboration (growth in courses taught by shared faculty, courses taught in shared facilities, and courses taken by high school students) and growth in external funds. Targets were established each year and campuses lost or gained based on their performance. The Funding Framework was believed to reflect the following desirable elements of state higher education funding:

- 1. Established state higher education policy goals;
- 2. Responds to these goals by linking goals to funding over several (5) years;
- 3. Permits multiple year planning and resource management by the Board and the universities;
- 4. Permits the state to better plan for the fiscal needs of higher education;
- 5. Establishes base funding for the higher education system and the universities and maintains the value of the base during the period (a "base plus" approach);
- 6. Establishes enrollment base for each university and provides for enrollment growth managed by the universities;
- 7. Provides incentive funds that will be allocated based on improvement toward selected state policy goals;
- 8. Allows the Board to submit special targeted appropriation requests for new initiatives; and
- 9. At the end of the five-year period new policy goals and base adjustments to reflect changes in enrollments would be considered.

Starting in FY04, the Board adopted a new funding approach called the Resource Compact. This model used the value of an undergraduate resident credit hour to adjust enrollment funding. This was a much more conservative adjustment for enrollment growth because it was believed the Funding Framework was realigning too many dollars at an unsustainable Funding Adequacy in the Regental System August 7-9, 2018 Page 14 of 21

rate. The Resource Compact reduced the number of incentive funds to three: retention, grants and contracts performance, and one institutional performance target. The Resource Compact was used to support targeted appropriation requests in the areas of research and student support. Most requests were simply targeted appropriations as identified by the Board. Again, the enrollment formula was used to realign the campus base budgets with various adjustments as a starting point. This formula model was utilized through FY10. The system eventually moved to University Managed Resources in FY11.

The last time the enrollment formula was run was in FY10 and that was needed to establish the base budgets for University Managed Resources. That is the last time the budgets have been realigned based on enrollments and mix of enrollments. University Managed Resources established a base budget and allowed the universities to retain their tuition revenues. This model moved the system away from a funding model that was used in any way to support budget requests; all requests became targeted appropriation requests. This model was requested by SDSU and supported by all university presidents and remains in place today. There is currently no process in place to adjust the base budgets for enrollment gains or losses or other performance measures. The campuses manage those changes with the tuition dollars received.

The office embarked on a new funding model in FY10 at the same time University Managed Resources was adopted. The model was based on an NCHEMS model that was adopted by the state of Massachusetts. The model was referred to as the Revenue Gap Analysis because it determined a funding need and compared it to all the resources available, with the result referred to as the "revenue gap". This model was very comprehensive and included all programs except for 03 – Public Service, which usually has minimal institutional funds devoted to it. The model was presented to the Board at its August 2012 Retreat. Because the model identified one institution as being "overfunded", it became very controversial and was never formally adopted by the Board. The model also identified a need of \$60,414,303 of additional resources to fully fund the institutions which was felt to be unrealistic. It was however the impetus for cutting \$100,000 from five of the universities and giving the funds to BHSU. This model was far superior to the Board's previous formula models because it considered all aspects of the university (Programs 01, 02, 04, 05, 06, 07) and the funds needed to support the entire operation.

Performance Model

In early 2011, senior SDBOR system officials were notified during preliminary budget discussions of the possible availability of a limited pool of one-time resources from the state for FY13. Subsequent internal talks on the most effective use of these funds led to consideration of a performance-based incentive system for Regental institutions, and SDBOR staff began developing the framework for a computational model. This process was guided jointly by available literature from other states and internal discussions of system priorities. A preliminary framework was presented in November 2011 to representatives from the governor's office, who strongly supported the concept of a performance funding initiative. An initial beta model was introduced to the Council of

Funding Adequacy in the Regental System August 7-9, 2018 Page 15 of 21

Presidents and Superintendents (COPS) in November 2011, followed by the presentation of an informational item to the Board of Regents during its December 2011 regular meeting in Rapid City. Business Affairs Council members were briefed on the model in February 2012, and, after several model modifications, a revised beta model was presented to COPS members in March 2012. The proposed model described below represents the final product of this cross-council vetting process.

The original performance model developed by the Board Office included three performance measures: degree production, retention improvement, and growth in research expenditures. The final model focused on degree production. In the model, "graduates" were measured using a weighted degree metric that awarded specific weights based on graduates' degree levels and fields of study. Higher degree levels (e.g., doctorates) and high-demand fields of study (e.g., STEM fields) were given greater weight than lowerlevel, lower-demand fields. Fields with higher weight values include accounting, computers and information technology, health, STEM, and STEM teaching. The six Regental institutions were split into two groups, including a Master's/Comprehensive group (BHSU, DSU, NSU) and a Doctoral/Research group (SDSMT, SDSU, USD). Each institution competed for performance dollars contributed by the members of its institutional group only, and competed for those dollars against the members of its institutional group only. The intent of this approach was to acknowledge the unique missions and institutional contexts of the Regental campuses, and to impose a "firewall" that disallows the flow of performance funds from small to large campuses (and vice versa). The model was funded in FY13 with a one-time state appropriation of \$3.0M. In the model's pilot year, budgeted funds for FY13 were reallocated based on lagged three-year graduate data (FY2009, FY2010, and FY2011). The state general fund dollars were matched with campus resources and were considered "at risk". In the end, all of the campuses gained given the state resource match. FY13 was the last year the performance model was funded by the state.

A similar performance model was proposed to the presidents in April of 2018. Under the proposed model, South Dakota's six public universities would be measured annually using four performance indicators: degrees awarded, FTE enrollment, grant and contract expenditures, and retention rates. Figures for each measure would be averaged over the most recent three-year period (i.e., "Period B") and then compared against the previous three-year period (i.e., "Period A"). The differences between an institution's Period B and Period A measurements for all four indicators would be rescaled into a common "performance unit" metric to enable comparability. If a given university generates a net gain of performance units, it would receive additional base funds (per earned performance unit). If the university generates a net loss of performance units, a corresponding quantity of base funding would be lost.

The proposed model is based on four core indicators. Each indicator is included in the model due to its close association with one or more of university system's strategic priorities.

Funding Adequacy in the Regental System August 7-9, 2018 Page 16 of 21

- Degrees Awarded (Weighted). Graduates are perhaps the most basic deliverable of any degree granting institution. Indeed, some measure of graduate production is included in almost every postsecondary performance model in use today. By helping more students to complete college degrees and in particular, degrees in high-priority fields the university system not only would facilitate greater student achievement, but also would advance the state's economic and workforce development interests. The proposed model uses a weighted degree metric that assigns specific weights based on graduates' degree levels and fields of study. Higher degree levels (e.g., doctorates) and high-demand fields of study (e.g., STEM disciplines) would be given greater weight than lower-level, lower-demand fields. Fields with higher weight values include accounting and finance, computers and information technology, health professions, STEM professions, and teacher education.
- FTE Enrollment. Full-time equivalent (FTE) enrollment is a central indicator of instructional activity in the university system. By dividing attempted credit hours by established divisors, FTE enrollment figures express university credit hour delivery in terms of "full-time equivalent" units that control for enrollment intensity. For instance, an undergraduate student taking 15 credit hours is considered to be a 1.00 FTE student, whereas an undergraduate taking only 12 credit hours is considered to be a 0.80 FTE student. In this way, FTE enrollment figures express student enrollments in comparable terms.
- Grant and Contract Expenditures. University research typically is sponsored through awards from federal, state, and private sources, and often provides both immediate (e.g., employment) and long-term (e.g., commercialization) economic benefits to the state. In the proposed model, research activity is measured via grant and contract expenditures, which are directly indicative of the extent of campus-level research activity.
- Retention Rates. Student retention is a fundamental student success indicator in that discouraged students who drop out of college after the first year may never return to complete a degree. Stated simply, a university's "retention rate" refers to the percentage of first-year students who return for a second year of college. As such, retention rates represent an "intermediate" (i.e., immediate term) performance metric. "Retention rate" is defined in the model as the proportion of first-time, full-time, bachelor's degree-seeking students who after starting at a regental institution in a given fall term return to enroll in any regental institution the next consecutive fall term.

The computational approach of the proposed model is straightforward. For each outcome measure, the model compares each university's most recent three-year average to its previous three-year average. For example, a given university's weighted degrees, FTE enrollments, grant and contract expenditures, and retention rates for FY2015-FY2017

Funding Adequacy in the Regental System August 7-9, 2018 Page 17 of 21

would be compared against analogous figures from FY2012FY2014. Institutions whose composite productivity is higher in the more recent period would be awarded new base dollars; institutions whose productivity falls would be required to yield a commensurate amount. Three-year time windows would advance on a rolling basis, meaning that universities would always be assessed using the newest available data.

The mechanics of the model are explained in the paper provided to COPS and included here as Attachment III.

Trends in Performance Funding

The following information was pulled off the National Conference of State Legislators webpage: http://www.ncsl.org/research/education/performance-funding.aspx.

Historically, many colleges have received state funding based on how many full-time equivalent students are enrolled at the beginning of the semester. This model provides incentives for colleges to enroll students and thus provide access to postsecondary education, but this model does not necessarily provide incentives for institutions to help students successfully complete degree programs. Many states are reconsidering the enrollment-based funding model and instead are aligning funding models with state goals and priorities.

Thirty-two states—Arizona, Arkansas, Colorado, Florida, Illinois, Indiana, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Mexico, New York, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, and Wyoming—have a funding formula or policy in place to allocate a portion of funding based on performance indicators such as course completion, time to degree, transfer rates, the number of degrees awarded, or the number of low-income and minority graduates. Five states—Connecticut, Georgia, Iowa, South Dakota, and Vermont—are currently transitioning to some type of performance funding, meaning the Legislature or governing board has approved a performance funding program and the details are currently being worked out.

Past experiences with performance funding have led to identification of best practices. States that are interested in developing a performance-based funding model may consider the following design tips:

• Put enough funding at stake to create an incentive for institutions to improve results, and decide whether the funding will come from new money or base funds. Most states are putting aside 5 percent to 25 percent of higher education dollars for performance funding.

Funding Adequacy in the Regental System August 7-9, 2018 Page 18 of 21

- Allow postsecondary institutions with different missions to be measured by different standards. For example, research universities could be rewarded for research and development performance, while community colleges could be rewarded for workforce training results.
- Engage all stakeholders—policymakers, higher education leaders and faculty members—in the design of the funding system.
- Phase in the performance funding system to make the transition easier.
- Keep the funding formula simple, with unambiguous metrics, so expectations are clear to everyone.
- Maintain focus on the goal of improving college completion, while rewarding both progress and success. States can reward colleges not only for increased degree production, but also for retaining students year to year and for helping students transfer between institutions.
- Include a measure to reward colleges that graduate low-income, minority and adult students to ensure that institutions keep serving these populations.
- Align the funding formula with state economic and workforce needs by providing performance funding to those colleges that are graduating students in high-priority fields.
- Preserve academic quality by incorporating student learning measurements into the performance funding system.

Context

Two major fiscal appropriations methods exist among public higher education systems in the US.¹ The first, known as the *base plus* method, involves periodic (usually annual) incremental additions or subtractions in funding from an established base level. Under this system, appropriations are made according to anticipated institutional priorities and programmatic requests. In the second approach, *formula funding*, the appropriations process is grounded in quantitative definitions of fiscal need based on a variety of measurable workload factors, and is thus more "automated." It has been argued that this budgeting technique lends improved stability and equity to the broader appropriations process. Funding formulas originally were developed as a means to distribute public funds in a systematic, objective, and predictable way. Formulas began to emerge in the United States immediately following World War II when the burgeoning size and scope of American higher education introduced a new level of complexity in funding allocation.² Texas was the first state to introduce an explicitly formulaic approach to funding public postsecondary institutions.³ By 1964, 16 states were using a formula-based method for

¹ Parmley, K., Bell, A., L'Orange, & Lingerfelter, P., (2009), *State Budgeting for higher education in the United States: As reported for fiscal year 2007*, Research report by the State Higher Education Executive Officers (SHEEO), Denver, CO, Retrieved from http://www.sheeo.org/finance/Budgeting_for_Higher_ed.pdf

² McKeown-Moak, M.P. (1999). Higher education funding formulas. *New Directions for Higher Education*, 107, 99-107.

³ McKeown, M.P. (1996). *State funding formulas for public four-year institutions*. Report by the State Higher

Funding Adequacy in the Regental System August 7-9, 2018 Page 19 of 21

public higher education funding; this number climbed to 30 by 1996.⁴ Presently, most states use a mixed budgeting approach that combines elements of *base plus* and *formula funding*.⁵ The extent to which these techniques are balanced within each state is subject to considerable variation. Formulas, until relatively recently, tended to be enrollment-driven, relying mostly on counts of students, credit hours, faculty, and the like. However, recent trends in public funding for higher education have led to a new emphasis on efficiencies and cost-effectiveness. Particularly in light of the global financial crisis of 2008, postsecondary institutions increasingly have been spurred to focus on system outputs rather than system inputs.⁶ For example, the National Governor's Association (NGA), citing mounting competition for state resources and the nation's increasing need for college graduates, has begun to encourage states to incorporate outcome-based accountability measures into their funding instruments.⁷ The Midwestern Higher Education Compact (MHEC) reported in 2009 that a number of states have begun to transition to a completion-based funding model.⁸ Specific examples include:

- During the 2007-2009 biennium, Indiana altered its funding mechanism to include performance incentives for degree completions, on-time graduations, and successful transfers.
- Performance funding was reaffirmed as a core policy tool of the Indiana Higher Education Commission in a new strategic plan ratified in March 2012.
- Oklahoma has begun to distribute approximately \$2.2 million per year for incentives for retention and degree completion.
- Washington State designed an incentive-based funding structure for its community college system, whereby rewards are distributed when students reach pre-specified persistence/completion milestones.

State appropriations to South Dakota's Regental institutions are not driven by a funding formula, but rather by a *base plus* mechanism. This is not the case for the state's four technical institutes, whose annual appropriation process is formula-based. As per ARSD 24:10:42:28, state funds are distributed according to the number of total FTEs during the previous fiscal year. Funds are allocated to the state's six Regental institutions through the regular annual request process and generally are not directly linked to performance indicators. In recent decades, South Dakota Board of Regents has pursued several

Education Executive Officers (SHEEO). Retrieved from http://www.utahsbr.edu/Finance/Reports/StateFunding Formulas-SHEEO.pdf

⁴ Ibid.

⁵ Parmley, Bell, L'Orange, & Lingenfelter (2009) found that only three US states use a funding formula only, with no base plus component.

⁶ Lederman, D., (2008, December 17). Performance funding 2.0. *Insider Higher Ed*. Retrieved from http://www. insiderhighered.com/news/2008/12/17/perform

⁷ Reindl, T., & Reyna, R. (2011). *From information to action: Revamping higher education accountability systems*. Position paper by the National Governor's Association. Retrieved from http://www.nga.org/files/live/sites/NGA/files/pdf/1107C2CACTIONGUIDE.PDF

⁸ Midwestern Higher Education Compact (2009). *Completion-based funding for higher education*. Independent research report. Retrieved from http://www.mhec.org/pdfs/0209completionbasedfunding.pdf

Funding Adequacy in the Regental System August 7-9, 2018 Page 20 of 21

approaches for emphasizing institutional performance as a factor in resource allocation. The Funding Framework and Resource Compact put 5% of the operating budgets at risk. In 2013, \$1.5M of base funds and \$1.5M of state funds were allocated using a performance model. For several years, the Board managed a pool of \$500,000 that was used for rewarding institutions on a set of student performance indicators selected by system campuses. This program was eliminated in 2010 when the Legislature targeted this pool of funds during the resolution of the final budget for FY11.

Future

Board members have voiced some interest in development of a formula that would provide a mechanism to request base state resources and that might also be used to drive policy goals through accountability and performance. The formula could be used in conjunction with the Board's targeted appropriation request approach to bolster the base budgets of the universities. For some, the interest in a formula model is a recognition that almost all of the dollars received through the appropriation process since FY98 have been for new initiatives. There have been very limited dollars available to shore up the base budget commitments to growing operating expense needs or enrollment driven costs.

Any formula model developed today is sure to have a performance component. The days of having a formula that is strictly enrollment driven are gone. There are many states that have performance models in development or operation today that could be adapted to South Dakota. The key is developing a model that is supported by policymakers in a way that will bring new money to the system.

Either a performance model or base funding model can also be used to realign dollars between the institutions if that is a desired goal. Funding can be taken away at the institutional average and earned at the system average. If everyone is growing or performing, having a pool of money or additional state resources to incentivize the institutions is an important element of any model.

Direction

The Board may want to consider the following questions about university funding levels and the path to adopting a formula model:

- 1. Does the board want to request funding that can be used to address "adequacy" issues for BHSU and SDSU?
- 2. Does the board want to internally realign dollars to address "adequacy" or fairness issues?
- 3. Would a formula model lend to the understanding of "adequacy" of funding?
- 4. Is the Board interested in looking at a comprehensive formula model?
- 5. Can we continue to use University Managed Resources and add a component to realign base dollars for enrollment or performance?
- 6. Does the board want to take a portion of tuition revenues for the system tuition pool so dollars are available to support a formula or performance model?

Funding Adequacy in the Regental System August 7-9, 2018 Page 21 of 21

- 7. *Is there some consensus that the Board should develop a performance-based model?*
- 8. What base dollars would be included in a performance model?
- 9. Are there particular outcome measurements that the Board would want to have included?
- 10. Would we adopt the formula without some level of state funding support?
- 11. Is the Board interested in matching new state dollars with base funds and putting them at risk based on future performance?
- 12. What proportion of the base budgets seems an appropriate amount to put under the guise of a performance model?
- 13. Would the Board like to see different metrics and weights for the research and comprehensive university sectors?
- 14. Is there interest in using the model to balance funding levels as a tool to realign dollars?
- 15. Does the Board want to see enrollments as part of the model?
- 16. What is the timeline for developing the model?

IMPACT AND RECOMMENDATIONS

The Board should consider a performance model that would commit university dollars and would include state dollars as part of the FY20 budget request.

The Board should support the development of a comprehensive funding model that will identify base budget needs. The model could be used to realign state dollars such that everyone is fairly funded.

The Board should consider realigning dollars between institutions that have more state funding than their peers and those that have less, and request additional dollars for those that are behind their peers.

ATTACHMENTS

Attachment I - Letter of Intent Attachment II – BOR Base Funding Analysis Attachment III – 2018 Performance Funding Model

Attachment F

SENATOR BROCK L. GREENFIELD, CHAIR | REPRESENTATIVE G. MARK MICKELSON, VICE CHAIR JASON HANCOCK, DIRECTOR | SUE CICHOS, DEPUTY DIRECTOR | DOUG DECKER, CODE COUNSEL

500 EAST CAPITOL AVENUE, PIERRE, SD 57501 | 605-773-3251 | SDLEGISLATURE.GOV



Joint Committee on Appropriations REPRESENTATIVE DAVID ANDERSON, CO-CHAIR SENATOR LARRY TIDEMANN, CO-CHAIR

March 26, 2018

Dr. Michael Rush, Exc. Director SD Board of Regents 306 E. Capitol Ave., Suite 200 Pierre, SD 57501

Letter of Intent Regarding the Distribution of General Funds for Each State University Approved in the 2018 Session

Dear Board of Regents Executive Director Dr. Rush:

This Letter of Intent sets forth a particular view held by the Joint Committee on Appropriations (JCA) in approving your appropriation in the 2018 legislative session. As such, this Letter of Intent seeks to supplement the appropriation with specific policy guidance as approved on March 26, 2018.

While the guideline does not have the direct force of statutory law, it rests solidly on a long-standing tradition of Legislative-Executive relationships in South Dakota and it will be used by the Joint Committee as a basis for the fiscal oversight of your agency and its continued funding.

The 2018 Legislature approved a total of \$128,478,621 in general funds for the operations of all the state universities for fiscal year 2019. The appropriated general funds vary widely when looking at the amount of general funds per student full-time equivalent (FTE) when excluding high-school students. The table below provides the general funds per student FTE appropriated for FY2018 using the most recent fall 2017 enrollment numbers.

FY2018 General Fund Appropriation per Student FTE														
		BHSU		DSU		NSU	S	SDSM&T		SDSU		USD		Total
General Funds	\$	9,552,983	\$9	9,746,276	\$1:	1,834,384	\$1	6,703,197	\$4	4,572,079	\$3	5,263,103	\$1	27,672,022
Student FTEs		2,646.0		1,945.1		1,651.5		2,309.7		9 , 959.0		5,785.4		24,296.7
General Funds / Student FTE	\$	3,610	\$	5,011	\$	7,166	\$	7,232	\$	4,476	\$	6,095	\$	5,255

The JCA requests the Board of Regents present at the July 2018 JCA meeting regarding the rationale for how general funds are distributed among the state universities.

Representative David Anderson Senato

Senator Larry Tídemann Co-Chair, Joint Committee on Appropriation

cc: Marty Guindon, Auditor General Liza Clark, Commissioner, Bureau of Finance and Management

Lead Co-Chair, Joint Committee on Appropriations

SD Public Universities Base Funding Analysis

July 2018

Distribution of General Funds

 "The JCA requests the Board of Regents present at the July 2018 meeting regarding the rationale for how general funds are distributed among the state universities."

Distribution of General Funds

- Why are there differences in state funding per FTE?
 - Board's role

2902

- Historical perspective
- Funding differences unique missions and cost structures
- Direct appropriations
- State funding per FTE calculations

Board's Role

2903

July 2018

Distribution of General Funds – Board's Role

- Board cannot realign general funds per SDCL 4-8A-8
- Board can request realignment from the Legislature
 - Under the current funding model has not needed to do that
 - Under previous formulas, adjustments were made with tuition
- Board requests budget increases, not all can be funded, all will impact state funding per FTE
 - Example 1 Tuition Freeze Campuses with more resident students got more funding
 - Example 2 PhD. Program funding went to research universities
- Board's position is that there is rationale for differences

Historical Perspective

July 2018

Historical Perspective - 1985

What was the state funding per FTE back in 1985?

FY1985 State Funding Per FTE									
	State Fund Expenditures	Fall 1984 FTE	Funding Per FTE						
BHSU	\$ 4,681,673	2,033	\$2,303						
DSU	\$ 3,874,709	942	\$4,113						
NSU	\$ 5,900,223	2,320	\$2,543						
SDSM&T	\$ 7,344,573	2,183	\$3,364						
SDSU	\$ 18,823,834	6,653	\$2,829						
USD	\$ 16,614,181	5,157	\$3,222						

Note: ADRDL, CES, AES, Med School excluded.

2906

• 100% of system enrollment increase has been off-campus

FTE Enrollments On and Off Campus										
	FY85	FY18		FY85	FY18		Total			
	On-Campus	On-Campus	Change	Off-Campus	Off-Campus	Change	Change			
BHSU	2,033	1,568	-465	0	1,238	1,238	773			
DSU	942	1,089	147	0	900	900	1,047			
NSU	2,320	1,231	-1,089	0	700	700	-389			
SDSM&T	2,183	2,233	50	0	93	93	143			
SDSU	6,653	8,035	1,382	0	2,073	2,073	3,455			
USD	<u>5,469</u>	<u>5,084</u>	<u>-385</u>	<u>0</u>	<u>2,389</u>	<u>2,389</u>	2,004			
Total	19,600	19,240	-360	0	7,393	7,393	7,033			

- Why do enrollment changes matter?
 - Off-campus enrollments were deemed self-supporting and not part of formula adjustments
 - Board used an enrollment driven formula until 2010
 - Formula request was rarely funded by the legislature for those that grew, their only increase was tuition
 - Adjustments to funding were made by adjusting tuition funds
 - General fund changes require legislative approval
 - State funding per FTE will change based on enrollments with no action from BOR or legislature

• 100% of system enrollment increase has been in nonresident students

	FTE Resident History									
	FY85	FY18	Resident	FY85	FY18	NonRes	Total			
	Residents	Residents	Change	Nonresidents	Nonresidents	Change	Change			
BHSU	1,837	2,000	163	196	806	610	773			
DSU	865	1,215	350	77	774	697	1,047			
NSU	2,212	1,354	-858	108	577	469	-389			
SDSM&T	1,629	1,049	-580	554	1,277	723	143			
SDSU	5,006	5,449	443	1,646	4,659	3,013	3,455			
USD	<u>4,450</u>	<u>4,781</u>	<u>331</u>	<u>1,018</u>	<u>2,692</u>	<u>1,674</u>	<u>2,004</u>			
Total	15,999	15,848	-151	3,600	10,785	7,185	7,033			

- Why does residency of students matter?
 - Many nonresidents pay a tuition premium
 - Increases in funding have not been requested for nonresident students
 - When looking at state funding per FTE, considering residency changes the picture

Historical Perspective - Current Funding Model

- In 2010, SDSU advocated for University Managed Resources
 - The base budgets were frozen and increases were to come from direct appropriations and inflation on the operating expense base
 - Universities keep their own tuition revenues
 - All presidents agreed with this new model
- No funds have been realigned in the system since 2010, despite enrollment changes
 - Campuses with growth live on new tuition dollars
 - Campuses with losses keep all state funding to mitigate impact of tuition losses
- State funds are static unless there is a direct appropriation

Funding Differences – Unique Missions and Cost Structures

July 2018

Funding Differences - Unique Missions and Cost Structures

Carnegie Classification ties into differences

2913

- BHSU, DSU, NSU are classified as Master's Colleges and Universities Smaller Programs
- USD and SDSU are classified as Doctoral Universities Higher Research Activity
- SDSM&T is classified as Special Focus Four-Year Engineering School
- The classifications are based on the numbers of degrees granted by level doctorate, masters, or baccalaureate

Funding Differences - Unique Missions and Cost Structures

- Salaries tend to be higher at Research and Special institutions
 - Faculty are more likely to be engaged in research
 - Salaries for all disciplines influenced by type of institution
- Economies of scale exist for larger institutions
 - All schools must provide similar resources, usually at a higher cost per FTE for smaller schools
- Infrastructure needs are very different
 - Research facilities and equipment are very expensive
 - Start-up packages for faculty researchers are significant

Funding Differences – Graduate Education

- Graduate education far more expensive
- SDSM&T STEM degrees are all high cost

2915

Ff17 Awarded Degrees									
	Master's Degrees	PhD, EdD, Spec, First–Prof	Total	% of Total					
BHSU	89	0	89	5.5%					
DSU	87	10	97	6.0%					
NSU	67	0	67	4.1%					
SDSM&T	89	15	104	6.4%					
SDSU	307	144	451	27.7%					
USD	558	262	820	50.4%					
Total	1,197	431	1,628						

EV17 Awarded Degrees

Funding Differences - Research Mission

 Research activity requires a support system including research facilities, equipment, graduate assistants, qualified personnel, etc.

FY17 Expenditures from Grant and Contracts									
	Dollars	% of Total							
BHSU	\$3,885,286	4.9%							
DSU	\$5,423,789	6.9%							
NSU	\$2,172,326	2.8%							
SDSM&T	\$14,322,115	18.2%							
SDSU	\$28,150,195	35.8%							
USD	\$24,765,988	31.4%							
Total	\$78,719,699								

Note: AES and Coop. Ext. excluded. Medical School included.

Funding Differences - Direct Appropriations

- The Board stopped using the funding formula as a budget request driver in 1998
 - Formula funding requests better aligned state funding with enrollments
 - Requests were rarely funded
 - Campuses with enrollment increases lost ground on state funding per FTE
 - Campuses with enrollment losses gained on state funding per FTE
- The agreement was to use direct appropriation requests and get annual adjustments to the operating base budget based on inflation

Funding Differences - Direct Appropriations

- Direct appropriations are directed at specific programs at a given campus or campuses
- Direct appropriations have a long history, even when BOR was using a funding formula
 - Request for new academic programs

2918

- Meet new regulation or federal compliance
- Address states needs, such as nursing expansion or NSU E-Learning
- Funding at the same rate per student FTE would wipe out years of decisions by Board and Legislature

State Funding Per FTE Calculations

July 2018

State Funding per FTE Calculations

- Using only state funding and student FTE to determine necessary funding does not consider the unique differences of the universities
- Oversimplifies the programs, revenues and operations of the institutions
- Economies of scale impact the cost structure of the schools
- Wipes out years of decisions by Board and Legislature

State Funding per FTE Calculations

General Funds per FTE Student – FY19 Budget Briefing

State Funding Per FTE								
FY14 FY15 FY16 FY17 FY18								
BHSU	\$2,677	\$3,155	\$3,294	\$3,581	\$3,610			
DSU	\$4,918	\$5,323	\$5,182	\$5,281	\$5,011			
NSU	\$5,379	\$5,591	\$6,614	\$7,561	\$7,166			
SDSM&T	\$6,884	\$6,873	\$7,042	\$7,111	\$7,232			
SDSU	\$3,797	\$4,245	\$4,468	\$4,654	\$4,476			
USD	\$5,305	\$5,879	\$6,082	\$6,190	\$6 <i>,</i> 095			
USD-Med	\$15,596	\$17,086	\$17,315	\$18,598	\$17,698			
USD-Law	\$5,190	\$5,814	\$5,186	\$5,904	\$6,255			

Note: NSU excludes K12 E-Learning, SDSU excludes, AES, Coop. Ext. and ADRDL, and USD excludes Med and Law.

State Funding per FTE Calculations

- Comments about State Funding Per FTE Table
 - Significant changes are the result of enrollment changes and not funding changes
 - The table excludes high school enrollments which must be supported just like all other students, but at a lower revenue per credit
 - A significant portion of the differences in funding can be explained by direct appropriations

- Started with the General Fund Appropriations from FY18
- Identified all direct base appropriations back to FY84; these are appropriations that were specific to a campus
- We removed all of these direct appropriations, because these decisions impacted the universities very differently and usually funded specific programs
- We converted the appropriations to current dollars to account for inflation

State Funding Less Direct Appropriations Since 1984

	FY18 General Fund Base	Less Direct Appropriations in Current \$\$	Adjusted Base Budget
BHSU	\$9,552,983	(\$182,589)	\$9,370,394
DSU	\$9,746,276	(\$3,549,164)	\$6,197,112
NSU	\$14,639,470	(\$3,494,618)	\$11,144,852
SDSM&T	\$16,703,197	(\$3,039,381)	\$13,663,816
SDSU*	\$44,533,464	(\$2,905,127)	\$41,628,337
USD	\$35,263,103	(\$2,691,310)	\$32,571,793
USD Med	\$22,794,382	(\$9,821,464)	\$12,972,918
USD Law	\$1,175,946	\$0	\$1,175,946

* Adjusted base budget excludes Coop. Ext, AES, ADR&DL

State Funding Less Direct Appropriations since 1984 State Funding Per Student FTE

	Adj. General Fund Appropriations	Total Student FTE Fall 2017	Funding per FTE
BHSU	\$9,370,394	2,806	\$3,339
DSU	\$6,197,112	1,989	\$3,116
NSU	\$11,144,852	1,930	\$5,775
SDSM&T	\$13,663,816	2,327	\$5,872
SDSU*	\$41,628,337	10,108	\$4,118
USD	\$32,571,793	5,997	\$5,431
USD Med	\$12,972,918	1,287	\$10,080
USD Law	\$1,175,946	188	\$6,255

* Adjusted base budget excludes Coop. Ext, AES, ADR&DL

State Funding Less Direct Appropriations since 1984 State Funding Per Resident FTE

	Adj. General Fund Appropriations	Total Resident FTE Fall 2017	Funding per FTE
BHSU	\$9,370,394	2,000	\$4,685
DSU	\$6,197,112	1,215	\$5,101
NSU	\$11,144,852	1,354	\$8,231
SDSM&T	\$13,663,816	1,049	\$13,026
SDSU*	\$41,628,337	5,449	\$7 <i>,</i> 640
USD	\$32,571,793	3,729	\$8,735
USD Med	\$12,972,918	922	\$14,070
USD Law	\$1,175,946	130	\$9,046

* Adjusted base budget excludes Coop. Ext, AES, ADR&DL

2926

General, Tuition and Fees FY17 Funding per Student FTE

	FY17 General		Total Educational
	Fund Base	Tuition & Fees	Resources
BHSU	\$9,613,883	\$23,320,381	\$32,934,264
DSU	\$9,670,836	\$18,438,352	\$28,109,188
NSU	\$11,904,171	\$14,301,278	\$26,205,449
SDSM&T	\$16,686,093	\$28,553,508	\$45,239,601
SDSU*	\$44,429,363	\$102,321,964	\$146,751,327
USD	\$34,968,865	\$61,577,978	\$96,546,843
USD Med	\$22,912,215	\$13,809,693	\$36,721,908
USD Law	\$1,175,946	\$3,931,599	\$5,107,545

* Adjusted base budget excludes Coop. Ext, AES, ADR&DL

General, Tuition and Fees and Indirect Resources FY17 Funding per Student FTE

	Total Educational Resources	Total Student FTE Fall 2016	Funding per FTE
BHSU	\$32,934,264	2,825	\$11,658
DSU	\$28,109,188	1,897	\$14,818
NSU	\$26,205,449	1,953	\$13,418
SDSM&T	\$45,239,601	2,394	\$18,897
SDSU	\$146,751,327	10,130	\$14,487
USD	\$96,546,843	5,980	\$16,145
USD Med	\$36,721,908	1,232	\$29,806
USD Law	\$5,107,545	188	\$27,168

Total Resources excludes NSU K12 E-learning, SDSU ADRDL, SDSU Extension, SDSU AES. Tuition and Fees include state and self support, USF, GAF, discipline, delivery, lab, vehicle, student charges, and international student fees.

Board of Regents History and Next Steps

- Historically the board has used 4 different funding models that realigned tuition dollars
- Board requested the Legislature move \$500,000 to BHSU for FY13
- Current funding model does not realign budgets at request of presidents
- Board has proposed performance models to the Legislature
- Plans to revisit previous funding formulas and consider new formulas
- Budget requests may be driven by funding differences in the future
- May again request change to SDCL 4-8A-8

2929

• "Funding Adequacy" focus of 2018 August Retreat

Priorities into Action:

A Proposed Performance Funding Model for South Dakota's Public Universities

South Dakota Board of Regents Dr. Michael Rush, Executive Director

> South Dakota Board of Regents 306 East Capitol Avenue Suite 200 Pierre, SD 57501

> > April 2018

Overview

Under the proposed model, South Dakota's six public universities would be measured annually using four performance indicators: degrees awarded, FTE enrollment, grant and contract expenditures, and retention rates. Figures for each measure would be averaged over the most recent three-year period (i.e., "Period B") and then compared against the previous three-year period (i.e., "Period A"). The differences between an institution's Period B and Period A measurements for all four indicators would be rescaled into a common "performance unit" metric to enable comparability. If a given university generates a net gain of performance units, it would receive additional base funds (per earned performance unit). If the university generates a net loss of performance units, a corresponding quantity of base funding would be lost.

Methodology I – Basic Features

The proposed model is based on four core indicators. Each indicator is included in the model due to its close association with one or more of university system's strategic priorities.

- Degrees Awarded (Weighted). Graduates are perhaps the most basic deliverable of any degreegranting institution. Indeed, some measure of graduate production is included in almost every postsecondary performance model in use today. By helping more students to complete college degrees – and in particular, degrees in high-priority fields – the university system not only would facilitate greater student achievement, but also would advance the state's economic and workforce development interests. The proposed model uses a weighted degree metric that assigns specific weights based on graduates' degree levels and fields of study. Higher degree levels (e.g., doctorates) and high-demand fields of study (e.g., STEM disciplines) would be given greater weight than lower-level, lower-demand fields. Fields with higher weight values include accounting and finance, computers and information technology, health professions, STEM professions, and teacher education.
- FTE Enrollment. Full-time equivalent (FTE) enrollment is a central indicator of instructional activity in the university system. By dividing attempted credit hours by established divisors, FTE enrollment figures express university credit hour delivery in terms of "full-time equivalent" units that control for enrollment intensity. For instance, an undergraduate student taking 15 credit hours is considered to be a 1.00 FTE student, whereas an undergraduate taking only 12 credit hours is considered to be a 0.80 FTE student. In this way, FTE enrollment figures express student enrollments in comparable terms.
- Grant and Contract Expenditures. University research typically is sponsored through awards from federal, state, and private sources, and often provides both immediate (e.g., employment) and long-term (e.g., commercialization) economic benefits to the state. In the proposed model, research activity is measured via grant and contract expenditures, which are directly indicative of the extent of campus-level research activity.
- Retention Rates. Student retention is a fundamental student success indicator in that discouraged students who drop out of college after the first year may never return to complete a degree. Stated simply, a university's "retention rate" refers to the percentage of first-year students who return for a second year of college. As such, retention rates represent an "intermediate" (i.e., immediate term) performance metric. "Retention rate" is defined in the model as the proportion of first-time, full-time, bachelor's degree-seeking students who after starting at a regental institution in a given fall term return to enroll in any regental institution the next consecutive fall term.

The computational approach of the proposed model is straightforward. For each outcome measure, the model compares each university's most recent three-year average to its previous three-year average. For example, a given university's weighted degrees, FTE enrollments, grant and contract expenditures, and retention rates for FY2015-FY2017 would be compared against analogous figures from FY2012-FY2014. Institutions whose composite productivity is higher in the more recent period would be awarded new base dollars; institutions whose productivity falls would be required to yield a commensurate amount. Three-year time windows would advance on a rolling basis, meaning that universities would always be assessed using the newest available data.

Methodology II – Computational Overview

A major task of designing a multi-measure system is the development of a method by which indicators can be translated into comparable units. For example, how does a \$1 million uptick in grant and contract expenditures compare to a 2.50 percent improvement in retention rate? How are they to be monetized? The proposed model addresses this issue by applying a rescaling procedure much like that used by other states (notably, Tennessee). Change factors (i.e., the measured year-to-year differences in weighted degrees, FTE enrollments, grant and contract expenditures, and retention rates) are divided by specific "unit definitions" that signify a roughly similar degree of change. By dividing change factors by their unit definitions, measured differences are converted into a common scale of "performance units."

Next, performance units (which may be positive or negative) are multiplied by a fixed "dollars per performance unit" value to determine the total performance award for each campus. This dollar amount may be set at \$20,000 during the first year, and subsequently would be indexed to a standard measure of inflation (e.g., CPI, HEPI).¹

Hypothetical unit definitions – which express the proposed model's relative valuation of progress across the four indicators – are given in Table 1. Summarized in words, this table shows that institutions could earn (or lose) one performance unit (worth \$20,000) for every:

- 1) gain/loss of five weighted degrees,
- 2) gain/loss of 20 in FTE enrollment,
- 3) gain/loss of \$250,000 in grant and contract expenditures, and
- 4) gain/loss of 0.25% in retention rate

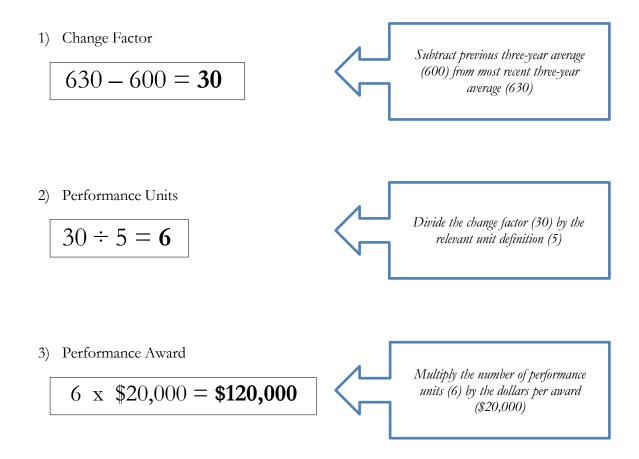
Note that performance units can be fractional, meaning that proportional credit will be given for partial performance units.

Indicator	Unit Definition
Weighted Degrees	5
FTE Enrollment	20
Grant and Contract Expenditures	\$250,000
Retention Rate	0.25%

Table 1
Hypothetical Unit Definitions

¹ The figure of \$20,000 represents the approximate average general fund expenditure per weighted degree produced in the university system from FY2015-FY2017.

Consider a hypothetical example, focusing for now on just one indicator. From FY2012-2014 to FY2015-2017, *ABC University* increased its average number of weighted degrees from 600 to 630. In this simplified scenario, the performance award generated by *ABC University* would be:



Overall then, *ABC University* would earn \$120,000 for its improvement in graduate production. Similar calculations would be done to determine performance awards for FTE enrollment, grant and contract expenditures, and retention rates. The sum of these four performance awards would constitute the net performance award for *ABC University*.

It should be pointed out that the above calculation produces negative values in instances where change factors are negative. For instance, had *ABC University* seen its number of weighted degrees fall by 30 instead of rise by 30, it would be asked to yield (rather than gain) \$120,000. That declining performance would result in the loss of funding under this system serves as the proposed model's principal accountability check.

Methodology III – Measures in Detail

Clarifying descriptions of each performance indicator are given below.

Weighted Degrees

Basis of Comparison and Data Source

The proposed model compares average weighted degrees from the most recent three-year period to the analogous total from the previous three-year period. Graduate production data are provided by Regents Information Systems.

"Weighted Degree" Definition

Degree Level Weighting. Graduates are classified according to one of four possible degree levels: *associate, bachelor's, master's/specialist's,* and *doctoral/first-professional.* Specific weighting coefficients express the relative valuation of completers at each degree level. For example, a bachelor's degree completer may be valued at an amount 1.50 times higher than that of an associate degree completer.

Field Type Weighting. Graduates are classified according to one of two possible field types: *regular* or *premium.* The distinction between these groups is made on the basis of CIP codes (as codified in the 2010 definitions from the National Center for Education Statistics). Premium fields represent key workforce development priorities for the State of South Dakota. A premium field weighting coefficient specifies the relative valuation of completers in each field group. For example, a graduate from a premium field – such as engineering – may be valued at an amount 2.00 times higher than an analogous graduate from a regular field (such as general studies). Premium fields include the following broad categories: accounting and finance, computers and information technology, health professions, STEM professions, and teacher education.

Composite Weighting System. The two weighting sources described above are combined into a single mechanism that computes a total "weighted degrees" figure. Weighted degrees are simply weight-adjusted graduate counts. One weighted degree is the computational equivalent of one regular associate degree completer; completers from higher degree levels and/or premium fields are weighted in order to express differential value in the model. Table 2 provides a summary of hypothetical weighting coefficients for each degree level and field type.

Level	Regular	Premium
Associate's degree	1.00	2.00
Bachelor's degree	1.50	3.00
Master's/Specialist's degree	1.75	3.50
Doctoral/First-Professional degree	2.00	4.00

	Table 2	
Hypothetical	Weighting	Coefficients

Unit Record Unduplication

Graduates are tallied at the degree major level, but subsequently are unduplicated at the completion level by student identification number, institution, graduation term, and degree level. This process assures that an institution may count each student only once per degree level per graduation term. For example, a student graduating from USD in May 2018 with a BA in anthropology and a BS in biology would be counted only once in the proposed model. In the unduplication procedure, premium field records are retained over regular records.

FTE Enrollment

Basis of Comparison and Data Source

The proposed model compares the average total FTE enrollment from the most recent threeyear period to the analogous average from the previous three-year period. FTE enrollment data are taken directly from the *Fall Total Full-Time Equivalent Enrollment* table in the SDBOR Fact Book.

"FTE Enrollment" Definition

Full-time equivalent (FTE) enrollments are calculated by dividing enrolled credit hour totals by a set of fixed divisors. Credits are partitioned by student class level, each with its own divisor (see Table 3). Once calculated at each class level, FTE figures are summed to arrive at a total FTE enrollment figure. All FTE enrollment figures used in the proposed model are based on credit hour data sourced from fall term census date extracts.

Student Class (Extract)	Divisor
Undergraduate, Law	15.0
Graduate	12.0
Medicine	19.0
Audiology	13.0
Physical Therapy	19.3
Pharmacy	17.3
Nurse Practitioner	13.3

Table 3 SDBOR FTE Divisors

Grant and Contract Expenditures

Basis of Comparison and Data Source

The proposed model compares average grant and contract expenditures from the most recent three-year period to the analogous total from the previous three-year period. Expenditure data are taken directly from the *Expenditures from Grants and Contacts* table in the SDBOR Fact Book.

"Grant and Contract Expenditures" Definition

"Grant and contract expenditures" include all restricted non-appropriated grant and contract expenditures (including ARRA grants), except:

- American Recovery and Reinvestment Act Stabilization dollars
- Federal, state, or private resources expended as scholarships
- Federal financial aid to students
- Expenditures by AES, CES, SSOM

Retention Rate

Basis of Comparison and Data Source

The proposed model compares the average retention rate from the most recent three-year period to the analogous average from the previous three-year period. Retention data are taken directly from the *Retention of New Degree Seeking Undergraduates* table in the SDBOR Fact Book.

"Retention Rate" Definition

For any given institution, the fall term cohort of all first-time, full-time, bachelor's degreeseeking students is identified. This starting cohort includes students beginning their studies either in the fall term or in the preceding summer term. Using this starting cohort, census date extracts from the following fall term are reviewed to determine which students continued to enroll at any regental university. An institution's basic retention rate for a given year is calculated by dividing the number of students retained by the number of students in the starting cohort.

The proposed model places nearly all weight on performance *change*. However, because the model seeks to recognize universities already achieving high retention performance, limited weight also is placed on an institution's *baseline* retention. The exact weighting balance between retention change and baseline retention is assigned through an exponential weighting function, and varies according to an institution's baseline retention. For instance, an institution with relatively high baseline retention (e.g., 80 percent) would receive greater weight on baseline retention than would an institution with relatively low baseline retention (e.g., 60 percent). For institutions with low baseline retention, virtually all performance awards would be earned from performance change alone.

Appendix A Glossary of Terms

Change Factor

A "change factor" is the arithmetic difference between two separate observations of a particular performance metric. For example, an institution that raises its retention rate from 73.0% (average of the previous three years) to 75.0% (average of the most recent three years) would have a change factor of 2.0 for the retention indicator. Change factors can be either positive or negative values, depending on the direction of change.

Dollars per Performance Unit

This is the dollar amount either issued or reclaimed for every performance unit generated by an institution. This dollar amount may be set at \$20,000 during the first year, and subsequently would be indexed to a standard measure of inflation (e.g., CPI, HEPI).

Performance Award / Net Performance Award

The net performance award is the sum of dollars earned or relinquished by an institution as accumulated through its individual performance awards across each of the four performance indicators. For example, an institution earning +\$50k on the basis of weighted degrees, +\$25k on the basis of FTE enrollment, -\$10k on the basis of grant and contract expenditures, and +\$25k on the basis of retention rate would generate a net performance award of \$90,000.

Performance Unit

This is a common unit of measurement for all performance indicators. Using a table of unit definitions, change factors for individual performance indicators are converted into a common performance unit scale that allows for the quantitative comparison and monetization of metrics from dissimilar units of measurement.

Unit Definition

Unit definitions are the coefficients that allow for the translation of change factors into the shared scale of performance units. For any particular performance indicator, the change factor (numerator) is divided by a unit definition (denominator) to render that performance indicator on a performance unit scale. In other words, unit definitions describe "equivalent" values – for monetization purposes – of each performance indicator.

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – B DATE: August 7-9, 2018

SUBJECT

Institutional Investment in Dakota's Promise

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 3:15 – Scholarships, Grants, and Loans

Section 6 of BOR Policy 3:15 outlines the requirements specific to funding sources that can be used for "General University Scholarships," noting that "General university scholarships awarded on a need or merit basis may be funded from advertising revenue, facility rentals, extra-curricular concession profits, vending profits, business related profits with the exception of the Auxiliary System, trademark royalties, camp profits, ticket sales, late payment fees, tuition remission, and donations." Use of any of these funding sources must be tracked and reported to the Board each year.

Section 8 of BOR Policy 3:15 outlines the allowances related to "Residence Hall Scholarships" supported by the board, which stipulates: "The universities may offer residence hall scholarships per year valued at 50% of the current double occupancy resident rate. The residence hall system shall be reimbursed the total of the residence hall fees waived from GAF and tuition generated from the students receiving the scholarship."

BACKGROUND / DISCUSSION

In January 2015, a task force consisting of financial aid directors and representatives from the Board of Regents office, the Department of Education, the governor's office, and the South Dakota Educational Access Foundation with the help of WICHE. The group began discussions of our existing student aid environment, the constraints facing current students, and how future student aid programs could be structured. WICHE had facilitated similar work in a number of other states by applying a framework for Shared Responsibility that has proven to be successful. The goal of this effort was to provide a model that may be used to develop a long term strategy to address the need for a more robust and cohesive financial aid funding structure for South Dakota's students.

The Shared Responsibility Framework operates under the idea that five partners share responsibility for meeting the cost of attendance for postsecondary education: the student, the student's parents/family, the federal government, the state, and the institution. The

INFORMATIONAL ITEM

Institutional Investment in Dakota's Promise August 7-9, 2018 Page 2 of 3

> student, as the primary beneficiary of their education, is expected to contribute the largest portion of that cost through savings, work, borrowing, and any merit aid they earn. The role of the state is to fill in the gap after every other available funding source has been exhausted. The task force worked through a set of decision points including cost of attendance, the expected contributions and components of those contributions for every partner involved, and phase-in and rationing methodologies. These decision points were used to frame a series of models that outlined the structure and costs of a potential aid program.

IMPACT AND RECOMMENDATION

The Board of Regents identified need based scholarship funding as one of its top priorities during the FY17 and FY18 budget setting process. In FY18, the Board renamed the program as Dakota's Promise, yet retained the underlying assumptions that drove the projected need for South Dakota residents attending postsecondary institutions in the state. Questions were raised when the Board met with the Governor's office to discuss this program related to the current assumptions for student borrowing, and the Board's strategy for requesting funding for all postsecondary institutions in the state (i.e., inclusion of Technical Institutes, Private, etc.). Following these discussions, additional analyses were completed to develop projections for just Regental students at increased borrowing rates for students from the \$4,000 level up to \$6,000. Attachment I provides the state funding expectations under alternative assumptions for the scholarship program.

Dakota's Promise was not included as a budget priority in the Governor's budget for FY18, and institutional presidents continue to emphasize the importance of a comprehensive needs based scholarship program for the state. To further evaluate the current state of affordability in the Regental system in advance of the informal budget hearing in June 2018, a special analysis entitled "SDBOR Affordability Summary" was prepared and shared with the Board (see Attachment III). This analysis provides additional support for the need to develop a comprehensive strategy for assisting those students in the lower economic quartiles in the state. As this priority was discussed with the presidents during the informal budget discussion, the sentiment of the Board was that institutions should be prepared to identify additional strategies to leverage institutional or foundation funds to cover a portion of the expected cost for Dakota's Promise.

To evaluate this further, resident FTE percentages were applied against the set of projections for the Regental institutions and discussed with COPS at their July 2018 meeting (see Attachment II). Presidents supported this approach of funding 50% of the projected costs and working with foundations and internal resources to cover their anticipated portion of the cost to fund Dakota's Promise. Attachment IV includes an overview of the grant/aid provided to Pell recipients at SDSU this past year to provide additional background for the Board. Additionally, G. Costa had prepared a legal overview of state laws affecting tuition setting and SDBOR scholarship opportunities that may be useful for understanding the options that are available at the institutional levels (see Attachment V). Institutional presidents will be prepared to discuss this proposed options with the Board.

Institutional Investment in Dakota's Promise August 7-9, 2018 Page 3 of 3

ATTACHMENTS

Attachment I – Dakota's Promise Projections for Regental Institutions Attachment II – Institutional Costs for Covering 50% of Dakota's Promise Program Attachment III – SDBOR Affordability Summary Special Report Attachment IV – Overview of Grant/Aid Provided to Pell Recipients at SDSU Attachment V – Summary of State Laws Affecting Tuition Setting and BOR Scholarships

		Number of Awards		verage Award		ollar Amount
		vith student bor	rowing s	set at \$4000 (4yr in	stitutio	on)
1 st year	34%	1139	\$	1,856.67	\$	2,113,941.77
1 st , 2 nd year	57%	2029	\$	1,902.15	\$	3,859,760.77
1^{st} , 2^{nd} , 3^{rd} year	78%	2983	\$	1,920.73	\$	5,729,309.92
1^{st} , 2^{nd} , 3^{rd} , 4^{th} year	92%	3721	\$	1,928.58	\$	7,176,001.05
1^{st} , 2^{nd} , 3^{rd} , 4^{th} , 5^{th} year	100%	4122	\$	1,931.66	\$	7,961,891.53
]	Phase-in Ap	proach with stu	dent bor	rowing set at \$450	0	
1 st year	34%	1018	\$	1,598.41	\$	1,627,788.32
1 st , 2 nd year	57%	1815	\$	1,649.25	\$	2,993,332.54
1 st , 2 nd , 3 rd year	78%	2668	\$	1,670.03	\$	4,455,655.99
$1^{\text{st}}, 2^{\text{nd}}, 3^{\text{rd}}, 4^{\text{th}} \text{ year}$	92%	3328	\$	1,678.80	\$	5,587,228.46
1 st , 2 nd , 3 rd , 4 th , 5 th year	100%	3687	\$	1,682.25	\$	6,201,936.06
						- , - ,
]	Phase-in Ap	proach with stu	dent bor	rowing set at \$500	0	
1 st year	34%	972	\$	1,208.18	\$	1,173,888.16
1 st , 2 nd year	57%	1732	\$	1,261.46	\$	2,184,386.51
1 st , 2 nd , 3 rd year	78%	2546	\$	1,283.24	\$	3,266,501.17
1^{st} , 2^{nd} , 3^{rd} , 4^{th} year	92%	3175	\$	1,292.43	\$	4,103,861.17
1 st , 2 nd , 3 rd , 4 th , 5 th year	100%	3517	\$	1,296.05	\$	4,558,742.82
	Dhaga in Am		Jon4 how		Δ	
1 st year	Phase-in Ap 34%	_		rowing set at \$550		
		801	\$	969.02	\$	776,202.63
1 st , 2 nd year	57%	1428	\$ ¢	1,033.65	\$	1,475,626.83
1 st , 2 nd , 3 rd year	78%	2099	\$	1,060.07	\$	2,224,620.81
1 st , 2 nd , 3 rd , 4 th year	92%	2618	\$	1,071.22	\$	2,804,205.97
1^{st} , 2^{nd} , 3^{rd} , 4^{th} , 5^{th} year	100%	2900	\$	1,075.60	\$	3,119,055.80
]	Phase-in Ap	proach with stu	dent bor	rowing set at \$600	0	
1 st year	34%	659	\$	705.43	\$	464,724.24
1 st , 2 nd year	57%	1174	\$	784.02	\$	920,506.49
1 st , 2 nd , 3 rd year	78%	1726	\$	816.14	\$	1,408,591.06
1^{st} , 2^{nd} , 3^{rd} , 4^{th} year	92%	2153	\$	829.70	\$	1,786,279.78
1 st , 2 nd , 3 rd , 4 th , 5 th year	100%	2385	\$	835.03	\$	1,991,452.79

Dakota's Promise Scholarship Model for Regental Institutions Only

NOTE: This model includes students from Board of Regents Universities only. Revised Oct 2017.

ATTACHMENT II 5

Year 1 1,926 13.7% BHSU \$288,653.09 1,179 8.4% DSU \$176,698.85 1,267 9.0% NSU \$189,887.57	\$144,326.55 \$88,349.43
1,179 8.4% DSU \$176,698.85	\$88,349.43
1,267 9.0% NSU \$189,887.57	CO4 042 70
	\$94,943.79
963 6.8% SDSM&T \$144,326.55	\$72,163.27
5,067 35.9% SDSU \$759,400.42	\$379,700.21
3,703 26.3% USD \$554,975.28	\$277,487.64
14,105 System \$2,113,941.77 \$1	,056,970.89
Year 2	
	\$263,520.00
	\$161,313.65
	\$173,354.02
	\$131,760.00
SDSU \$1,386,558.51	\$693,279.26
USD \$1,013,306.92	\$506,653.46
System \$3,859,760.77 \$1	,929,880.39
Year 3	
	\$391,160.97
	\$239,449.00
	\$257,321.36
	\$195,580.48
	1,029,082.36
	\$752,060.78
System \$5,729,309.92 \$2	,864,654.96
Year 4	
	\$489,931.87
	\$299,911.56
	\$322,296.82
	\$244,965.93
	1,288,932.91
	\$941,961.43
System \$7,176,001.05 \$3	,588,000.53
Year 5	ÁF 40 F0F 45
	\$543,587.49
	\$332,756.83
	\$357,593.64
	\$271,793.74
	1,430,092.32
	1,045,121.74
System \$7,961,891.53 \$3	,980,945.77



** Special Data Analysis *** College Affordability in South Dakota: a Critical Analysis

As expressed in its strategic plan, the South Dakota Board of Regents strives to "make higher education affordable for every South Dakotan."¹ Embracing its mission to foster an "…accessible, equitable, and affordable public university and special schools system," the board works to ensure that all academically-qualified students, regardless of background, can enter and thrive in the state's public universities. However, recent federal data suggest that – despite the regents' efforts to keep student charges as low as possible – significant pricing disparities have developed in the university system. This research brief presents a series of data points that not only outlines the fundamentals of this policy problem, but also identifies those most harmed by it: South Dakota's low-income families.

Data Notes

Data for this report are sourced primarily from the NCES Integrated Postsecondary Education Data System (IPEDS) and from the SDBOR Regents Information Systems (RIS) student information system. Detailed bibliographic information is provided in footnotes as warranted.

Definitions: Measuring Affordability

From the student perspective, a frequently-seen indicator of college affordability – perhaps the *most* frequently-seen indicator – is the federal "average net price" measure. Published widely by the US Department of Education in a variety of student-facing outlets, this measure is meant to depict the amount actually paid for a year of attendance at a given school. In practice, average net price is calculated as:

Average Net Price = Total Price of Attendance – Average Grant Aid

The first component of this calculation, "Total Price of Attendance," reflects the total cost of attendance for first-time, full-time, degree-seeking, undergraduate students paying the in-state tuition rate. Specifically, this indicator includes in-state tuition and fees, books, supplies, on-campus room and board, and other on-campus expenses. The second part in the above calculation, "Average Grant Aid," represents the average amount of non-loan grant aid awarded to first-time, full-time, degree-seeking undergraduates. All federal, state, local, and institutional grants and scholarships are included in this measure.

Overall then, "average net price" is meant to indicate the actual annual cost of attending a given school, after factoring for grant aid awarded. This measure signals to students the "effective" price of attending a particular school, and thus represents a true estimate of expected cost. Average net price is displayed prominently to prospective students on several major websites, including the USDOE College Scorecard and the NCES College Navigator. Students reviewing these and other college-search resources are likely to encounter a school's average net price frequently, and to accept it as an authoritative measure of cost.

¹ South Dakota Board of Regents (2014). South Dakota Board of Regents Strategic Plan 2014-2020. <u>https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf</u>

Analysis: South Dakota's Net Price Problem

As summarized above, an institution's average net price is dependent on two factors: total price of attendance and average grant aid. An institution with a high total price of attendance may still show a low average net price, so long as it offers enough grant aid to offset its high sticker price. Likewise, an institution with a low total price of attendance may show a high average net price if little grant aid is awarded. Any analysis of institutional average net price, then, must focus on both components of the average net price calculation.

Table 1 below shows data for public four-year universities in South Dakota - along with national comparison data - for the first component: total price of attendance.² According to the most recent IPEDS national data, South Dakota universities currently show an average total price of attendance of \$21,778, ranked 24th highest in the nation. Falling slightly below the national average of \$22,750, South Dakota's state average is situated solidly in the middle of the national pack. Note: In all Rank columns shown in this report, low ranks are undesirable and high ranks are desirable.

Tabl	e 1			
Total Price of Attendance, South Dakota Universities				
	State	National	National	
	Average	Average	Rank	
Total Price of Attendance	\$21,778	\$22,750	24	

The second component of average net price, however, tells a different story. Overall, South Dakota's public universities award an average of \$4,178 in grant aid per recipient each year, far lower than the national average of \$7,429 (Table 2).3 This unusually small state average gives South Dakota the 2nd lowest value among all US states. But unflattering as it is, even this overall figure tells an incomplete story. Examining grant aid by aid type, Table 2 also shows that the state's relative standing varies widely by aid category. Namely, while grant aid from federal sources falls somewhat closer to the center of the national distribution (ranked 14th lowest nationally), the same cannot be said of state aid (ranked 4th lowest) and institutional aid (ranked 3rd lowest).

Table	4		
Average Grant Aid, South	n Dakota Uni	versities	
	State	National	National
	Average	Average	Rank
Average Grant Aid, All	\$4,178	\$7,429	2
Average Grant Aid, Federal	\$4,487	\$4,642	14
Average Grant Aid, State	\$1,271	\$3,301	4
Average Grant Aid, Institutional	\$2,448	\$4,322	3

Table 2

In no category of grant aid is South Dakota weaker relative to other states than in the category of state-based aid. South Dakota institutions award an average of only \$1,271 in state grant aid each year to students receiving such aid. The analogous regional and national averages are \$2,607 and \$3,301, respectively.⁴ It follows that South Dakota awards \$1,336 less than the regional average (i.e., 51.2 percent less) and \$2,030 less than the national average (i.e., 61.5 percent less) in state grant aid. These funding gaps (relative to regional and national averages) are larger than those in any other category of grant aid, and underlie South Dakota's low level of overall grant support to students. While average institutional grant aid awarded by the state's public universities also falls below regional and national averages, the gaps are of smaller magnitude.

² All IPEDS data reported in this analysis refer to the 2015-16 academic year, the most recent year for which all measures are available in the IPEDS database. In all tables and figures, the national comparison group comprises all public, four-year, degree-granting, nontribal institutions in the United States. Note that many of the IPEDS data points discussed in this report also are available in the SDBOR Public University Affordability Dashboard at https://www.sdbor.edu/dashboards/Pages/University-Affordability.aspx.

³ In this section, "grant aid" refers to both need-based and non-need-based grant and scholarship aid.

^{4 &}quot;Regional" states referenced in this report include South Dakota and all neighboring states (MN, IA, NE, WY, MT, and ND).

The data above show that the two formal components of average net price – total price of attendance and average grant aid – are strikingly disjunct in South Dakota. While the state's public universities remain reasonably competitive with peers in other states with regard to total price, the same cannot be said of average grant aid, wherein South Dakota institutions are bested by those from virtually all other states in the country. And according to current data, this disconnect can be attributed largely to a lack of grant support from state sources.

The data displayed in Table 3a underscore the inevitable result of these opposite-pointing indicators. As depicted below, South Dakota's public universities are ranked 3rd most-expensive in the country by the average net price measure. At more than \$4,400 higher than the national average, South Dakota institutions are priced 35.6 percent higher than comparable institutions across the country. Moreover, South Dakota is ranked as the *most* expensive state in its region by this measure, outpacing the regional average by more than \$3,000 (i.e., 21.9 percent higher).

Table	3a		
Average Net Price, South	h Dakota Univ	versities	
	State	National	National
	Average	Average	Rank
Average Net Price, Overall	\$16,993	\$12,531	3

The above figures indicate that South Dakota currently stands as one of the most expensive states in the nation under the average net price measure. And as discussed above, this unenviable distinction flows in large part from an austere level of student grant aid from state sources. However, the state's difficult affordability narrative does not end there. Table 3b below presents average net price figures by family income group, and strongly indicates that South Dakota's low-income families are uniquely disadvantaged by South Dakota's student aid framework.

As depicted below, the lowest-income students attending public universities in South Dakota (those with a family income of \$30,000 or less) can expect to face an average net price of \$14,219 per year, an amount 44.9 percent higher (i.e., \$4,405) than the corresponding national average. These gaps – in both percentage and absolute terms – diminish with increasing family income. This is especially clear from the last row in Table 3b, which indicates that the state's highest-income students (those from families earning more than \$110,000), face an average net price only 6.8 percent higher than the analogous national average. These disparities coalesce in the *National Rank* column, whereby South Dakota's national ranks are progressively worse at lower levels of family income.

Table	3b		
Average Net Price by Family Income	Group, South	Dakota Uni	versities
	State	National	National
	Average	Average	Rank
Average Net Price, \$0-\$30,000	\$14,219	\$9,814	4
Average Net Price, \$30,001-\$48,000	\$15,041	\$10,950	5
Average Net Price, \$48,001-\$75,000	\$17,904	\$13,956	4
Average Net Price, \$75,001-\$110,000	\$19,080	\$16,783	13
Average Net Price, \$110,001 or more	\$19,188	\$17,971	17

From these data, it plausibly could be concluded that South Dakota's four-year universities are among the least-affordable in the nation for low-income families. While the root causes of this pricing imbalance are no doubt complex, the state's conspicuous lack of a postsecondary need-based grant program is sure to play a significant role. The regressive nature of the state's average net price distribution is, by definition, directly exacerbated by the continued absence of state-supported need-based student aid.

ATTACHMENT III 9

The foregoing "gap" estimates (i.e., the differences between South Dakota averages and corresponding national averages) are plotted graphically in Figure 1, and show – with stark efficiency – the relative pricing inequity currently present in South Dakota. The systematic, stepwise pattern of these gaps is especially clear in the lower figure.

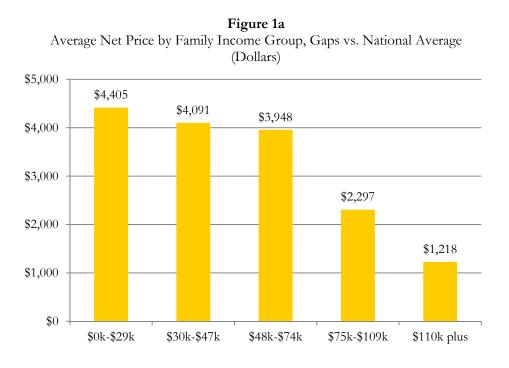
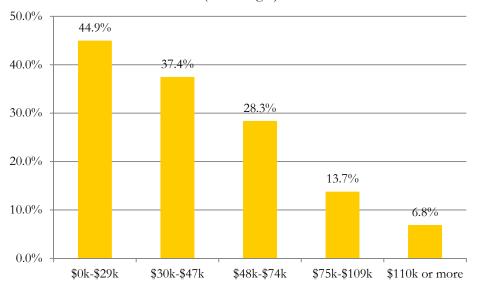


Figure 1b Average Net Price by Family Income Group, Gaps vs. National Average (Percentages)



Discussion: Consequences for College Access

The above data suggest not only that a university education in South Dakota is relatively expensive, but also that the state's high costs of attendance are disproportionately shouldered by low-income families. Consequently, were the above dynamics to remain in place over time, it logically could be expected that university enrollments by low-income students would begin to decline.

In fact, this decline already is well underway. Table 4 displays data on federal Pell grant recipients in the regental system over the last five fall terms.⁵ Among resident undergraduate students, the decline in the percentage of regental students receiving Pell grants has been substantial. Among resident students alone, 1,244 fewer students received a Pell grant in Fall 2013 than in Fall 2017, a decline of 21.4 percent. Pell recipients constituted 28.2 percent of undergraduate resident students in Fall 2013, but only 22.7 percent of such students in Fall 2017. Non-resident Pell recipients have fallen as well, though in lesser numbers.

	Table 4		
Undergradua	ate Resident Pell Rec	ipients, Regent	al System
	Student Count	Pell Count	Percent
Fall 2013	20,663	5,821	28.2
Fall 2014	20,576	5,449	26.5
Fall 2015	20,212	4,918	24.3
Fall 2016	19,964	4,655	23.3
Fall 2017	20,199	4,577	22.7

As a proxy for family income, the Pell data above indicate a clear decline in low-income students enrolling in the regental system. But other data sources point to a similar trend. The SDBOR College Matriculation Dashboard – reporting data from the National Student Clearinghouse – shows a corresponding dip in the percentage of low-income students matriculating to a regental university.⁶ Among academically qualified high school graduates from South Dakota high schools, the percentage of low-income graduates matriculating to the regental system has declined from 60.1 percent for the high school class of 2011 to only 51.2 percent for the class of 2016.⁷ This pattern conflicts with two other simultaneous trends: the overall college-going rate of low-income students, and the regental matriculation rate of non-low-income students (both of which have remained nearly unchanged over the last five years).

Combined, these data speak to an increasing disinclination among low-income students to enter the state's public universities, a disinclination that runs counter to SDBOR's considerable efforts to *improve* access and affordability for such students. Indeed, this trend is squarely at odds with the core mission of the Board of Regents. But the data presented in this analysis suggest that until cost relief for low-income families is addressed at the policy level, the university system should expect to see continued disengagement by this important student population.

⁵ The federal Pell grant program is the foremost need-based grant program administered by the US government. Eligible

undergraduates with the highest level of financial need may receive approximately \$6,000 per academic year through the Pell program. In Table 4, the *Pell Count* columns depict the number of students receiving a Pell grant at any point during the academic year. Data for Table 4 are sourced from RIS data files.

⁶ The SDBOR College Matriculation Dashboard is available at <u>https://www.sdbor.edu/dashboards/Pages/College-Matriculation.aspx</u>

⁷ Here, the term "academic qualified" is used in a general sense to refer to students with an ACT composite score of 22 or higher. The term "low-income" is used to describe students reported by SDDOE as being eligible to participate in the need-based National School Lunch program.

Appendix A System Tables

The tables below provide reference data for all regental universities. Data are gathered from the same sources cited in the main report. As above, *Rank* columns refer to a national comparison group comprising all public, four-year, degree-granting, non-tribal institutions in the United States. These values range from a minimum of 1 to a maximum of 677; low ranks are undesirable and high ranks are desirable.

	Ta	able A1				
	Total Price of At	tendance by	University			
	BHSU	DSU	NSU	SDSMT	SDSU	USD
Total Price of Attendance	\$19,962	\$19,265	\$20,074	\$24,470	\$25,920	\$20,974
National Rank	400	430	394	164	107	346

		able A2				
	Average Gran	it Aid by Ui	niversity			
	BHSU	DSU	NSU	SDSMT	SDSU	USD
Average Grant Aid (All)	\$4,183	\$3,585	\$4,620	\$3,761	\$4,100	\$4,817
National Rank	39	11	80	20	35	94
Average Grant Aid (Federal)	\$4,588	\$4,248	\$4,798	\$4,104	\$4,372	\$4,812
National Rank	301	78	461	38	152	476
Average Grant Aid (State)	\$1,292	\$1,172	\$1,326	\$1,303	\$1,266	\$1,267
National Rank	56	45	62	59	51	52
Average Grant Aid (Institutional)	\$2,372	\$1,537	\$2,529	\$2,609	\$2,382	\$3,258
National Rank	173	75	189	199	175	272

	Т	able A3				
Average Net Price,	Overall and	by Family I	Income and	l by Univers	ity	
	BHSU	DSU	NSU	SDSMT	SDSU	USD
Average Net Price, Overall	\$15,008	\$15,375	\$14,341	\$19,311	\$21,421	\$16,502
National Rank	186	164	231	34	14	97
Average Net Price, \$0-\$30,000	\$12,502	\$12,753	\$12,175	\$16,489	\$18,001	\$13,396
National Rank	148	136	166	23	12	103
Average Net Price, \$30,001-\$48,000	\$13,940	\$12,762	\$12,202	\$17,515	\$18,961	\$14,868
National Rank	138	199	241	30	14	94
Average Net Price, \$48,001-\$75,000	\$16,666	\$16,096	\$15,020	\$20,271	\$21,807	\$17,561
National Rank	170	201	263	39	18	117
Average Net Price, \$75,001-\$110,000	\$17,373	\$17,493	\$16,681	\$21,362	\$22,978	\$18,592
National Rank	304	300	349	84	40	230
Average Net Price, \$110,001 or more	\$17,595	\$17,394	\$16,626	\$21,817	\$23,035	\$18,663
National Rank	331	343	388	127	89	281

Under	graduate Resi	dent Pell R	ecipients b	y University		
	BHSU	DSU	NSU	SDSMT	SDSU	USD
Fall 2013 Student Count	3,029	2,191	2,124	1,197	6,880	5,242
Fall 2014 Student Count	3,012	2,030	2,316	1,241	6,759	5,218
Fall 2015 Student Count	2,894	2,035	2,271	1,212	6,719	5,081
Fall 2016 Student Count	2,832	2,014	2,297	1,202	6,428	5,191
Fall 2017 Student Count	2,950	2,013	2,427	1,149	6,369	5,291
Fall 2013 Pell Count	1,103	480	497	360	1,903	1,478
Fall 2014 Pell Count	970	480	478	372	1,762	1,387
Fall 2015 Pell Count	904	474	425	335	1,570	1,210
Fall 2016 Pell Count	833	475	405	297	1,427	1,218
Fall 2017 Pell Count	815	434	401	278	1,441	1,208
Fall 2013 Pell Percent	36.4	21.9	23.4	30.1	27.7	28.2
Fall 2014 Pell Percent	32.2	23.6	20.6	30.0	26.1	26.6
Fall 2015 Pell Percent	31.2	23.3	18.7	27.6	23.4	23.8
Fall 2016 Pell Percent	29.4	23.6	17.6	24.7	22.2	23.5
Fall 2017 Pell Percent	27.6	21.6	16.5	24.2	22.6	22.8

Table A4 Undergraduate Resident Pell Recipients by Universit

ATTACHMENT IV 13

Award	Total Award Amount	Total Recipients	% of Recipients	Average Award
Athletic Scholarships	642,448.37		2.56%	10,038.26
Dakota Corps Scholarship	70,110.00		0.32%	8,763.75
Direct Subsidized Loan	8,654,823.00		84.26%	4,103.76
Direct Unsubsidized Loan	5,565,197.00	1764	70.48%	3,154.87
Direct Loan Eligibility	3,344,742.00	682	27.25%	4,904.31
Health Professions Loan	49,500.00	11	0.44%	4,500.00
JumpStart-FITW	9,840.00		1.96%	200.82
Nursing Loans	163,000.00		2.20%	2,963.64
OSHER Scholarship (UC)	18,750.00	8	0.32%	2,343.75
Outside Donor Loan	21,400.00	6	0.24%	3,566.67
Outside Scholarship	966,426.47	399	15.94%	2,422.12
Pell Grant	9,701,758.07	2503	100.00%	3,876.05
Perkins Loan	1,365,215.35		19.34%	2,820.69
PLUS Loan	1,581,113.00	145	5.79%	10,904.23
Private Loans	2,355,079.00	307	12.27%	7,671.27
Regent Investment Scholarship (UC)	3,600.00	1	0.04%	3,600.00
SDEAF Grant	266,250.00		22.57%	471.24
SDSU Scholarships	1,647,693.70		28.85%	2,282.12
SEOG	414,135.59	585	23.37%	707.92
STATE (SD Opp Etc)	344,168.00	277	11.07%	1,242.48
Outside State Grant	7,500.00	2/7	0.08%	3,750.00
TEACH Grant	42,838.00		0.48%	3,569.83
Trailer Pell Paid out of Prior Year	78,987.00		1.72%	1,836.91
Tribal/BIA Funding	109,950.00		1.16%	3,791.38
VOC Rehab	68,709.83		0.52%	5,285.37
Workforce Investment	17,409.35	4	0.16%	4,352.34
Federal Work-Study	592,735.00	236	9.43%	2,511.59
Totals	38,103,378.73			
Total Pell Recipients	2503			
Average award including Pell	15,223.08			
Total Gift Aid	13,444,147.91			
Total Pell Recipients	2503			
Average Gift Aid Award	5,371.21			
0	,			
Total Federal Loans Awarded (Incl Elig)	19,142,477.35			
Total Pell Recipients	2503			
Average Federal Loans Awarded	7,647.81			
	, -			
Total Federal Loans Accepted	15,797,735.35			
Total Pell Recipients	2503			
Average Federal Loans Accepted	6,311.52			
	, -			
Total Private/PLUS Loans Taken	3,957,592.00			
Total Pell Recipients	2503			
Average Private/PLUS Loans Taken	1,581.14			



BOARD OF REGENTS

306 EAST CAPITOL AVENUE, SUITE 200 PIERRE, SOUTH DAKOTA 57501-2545 (605) 773-3455/FAX (605) 773-5320 www.sdbor.edu

OFFICE OF THE EXECUTIVE DIRECTOR

September 11, 2017

TO:	Mike Rush, Executive Director and CEO
	Monte Kramer, System Vice President of Finance and Administration
	Paul Turman, System Vice President for Academic Affairs
FROM:	Guilherme Costa, General Counsel
RE:	Summary of State Laws Affecting Tuition Setting and BOR Scholarships

QUESTIONS & SHORT ANSWERS

1. Are there any limitations on the Board's authority to set tuition rates?

No, pursuant to <u>SDCL § 13-53-6</u>, the Board has sole discretion in setting the rates of tuition and other fees.

2. Is the Board allowed to discount its tuition?

The response to this question is based on defining "tuition discounting" as charging a lower tuition rate to certain student and **not** receiving that difference from other non-tuition sources (such as scholarships) such that the tuition account has less total money than it would had all students paid the full tuition rate (i.e., tuition rate times the number of students).

Unclear, but probably no. <u>SDCL § 13-55-1</u> prohibits the Board from "granting scholarships of any kind that may avoid the payment of tuition fees in any of the state educational institutions." In 2001, then-general counsel, Jim Shekleton, prepared a <u>memorandum</u>, that addressed the pertinent statutory interpretation principles, provided the historical setting of <u>SDCL § 13-55-1</u>, and concluded as follows:

SDCL § 13-55-1 merely reserves to the Legislature the prerogative of granting financial assistance in the form of tuition forgiveness. It places no limitation on the Board's powers to create scholarships in the more traditional form of money grants... Rather, it precludes Board action to create tuition forgiveness programs of the sort that

have operated continuously in the state since 1897. SL 1897, ch 58, § 12 (reserving to legislators the power to designate students from their home districts to attend state institutions without payment of tuition) (repealed SL 1927, ch 63); SL 1899, ch 79, § 1 (initiating the veteran's tuition waiver).

Even when read in its historical context, this provision is subject to at least two different interpretations; one that would prohibit tuition discounting and the other that would not.

The interpretation that would prohibit tuition discounting requires viewing tuition discounting as a form of tuition forgiveness. Under this interpretation, the prohibition in <u>SDCL § 13-55-1</u> is interpreted broadly to prohibit any amount of tuition forgiveness. If the Board sets tuition at X amount, then there must be X amount deposited in the tuition account for each student who attends, from whichever sources (e.g., foundation scholarships or non-tuition revenues).

The interpretation that would allow tuition discounting requires viewing tuition discounting as setting a new tuition rate. <u>SDCL § 13-53-6</u> vests the Board with the authority to set the rates, which authority is broad enough to allow the Board to set individualized tuition rates as a result of tuition discounting. The logistics of having the Board approve such individualized rates would be challenging, but it could be achieved through the provisional delegation of authority to Presidents. The Board could set the default tuition rates, and could also provisionally delegate authority to Presidents to discount tuition, effectively allowing President to set other tuition rates. However, engaging in tuition discounting would negatively impact the HEFF account which is pledged to, among other things, pay off bondholders and to maintain and repair existing facilities; therefore, the practice of tuition discounting would likely require that the tuition rates be raised to generate enough money in the HEFF account to fulfill those obligations.

The more defensible interpretation is the one that would prohibit tuition discounting. Subsequent questions and answers will assume that any tuition discounting is prohibited.

3. Are there any limitations on the Board's authority to create additional categories of tuition and fees?

No, the Board's authority pursuant to <u>SDCL § 13-53-6</u> is broad enough to allow the Board to both create additional tuition categories and fee categories and set each rate for each category. This could include, for example, a tuition category for Iowa residents, ¹ in addition to those for resident students and non-resident students.

¹ Note that there may be a U.S. Constitutional argument against treating non-residents of one state differently from non-residents of another state. This argument was explored in memoranda drafted by then-general counsel Jim

4. Are there any limitations on the Board's authority to grant resident tuition classification to a student?

Yes, the Legislature has enacted a number of statutes (SDCL §§ <u>13-53-23.1</u> to <u>13-53-41.2</u>) that provide the criteria one must meet to be considered a resident student. However, pursuant to <u>SDCL § 13-53-38</u>, the Board has the authority to classify a student who does not meet the requirements in statute as a resident student "if the student's situation presents unusual circumstances and the student's classification is within the general scope of [the statutes]."

5. Is the Board allowed to grant scholarships?

Yes, the Board may grant scholarships as long as the source of the scholarship is from the foundation or other non-tuition revenues, such that the tuition account is made whole.

6. Are the universities that are governed by the Board authorized to exercise the powers of the Board?

The universities that are governed by the Board are only authorized to exercise the powers of the Board that the Board has provisionally delegated to the university president in <u>Board</u> <u>Policy 1:6</u>, or that the Board has authorized via other Board policies.

7. Are the universities that are governed by the Board authorized to set their own tuition rates, discount tuition, or grant scholarships?

Pursuant to <u>SDCL § 13-53-6</u>, the Board has sole discretion in setting the rates of tuition and other fees. The Board has not provisionally delegated this authority to the universities, and therefore the universities cannot set their own rates of tuition and other fees without a change to <u>Board Policy 1:6</u>.

The universities are prohibited from discounting tuition pursuant to <u>SDCL § 13-55-1</u>.

The universities may grant scholarships as long as the source of the scholarship is from the foundation or other non-tuition revenues, such that the tuition account is made whole.

8. Are the foundations of the various universities that governed by the Board allowed to grant scholarships?

Yes, there are no legal restrictions on the ability of a foundation to grant scholarships. Pursuant to <u>SDCL § 13-52-1</u>, the Board has authority to accept, receive, and administer any gifts of money for scholarships that a foundation (or anyone) may make.

Shekleton in $\underline{1993}$ and again in $\underline{1999}$. Nonetheless, a number of states engage in this practice and I am not aware of any case law that prohibits it.

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – C **DATE:** August 7-9, 2018

SUBJECT

EAB State of the Union Presentation

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The Education Advisory Board (EAB) is used by institutions and systems around the country to identify best practices to address many of the top challenges in higher education. Their various forums are dedicated to presidents, provosts, chief business officers, and many other key academic and administrative leaders to provide peer-tested research that answers education's most pressing issues. They provide technology and services focused on enrollment management, student success, and growth in academic operations to help institutions make smart resource trade-offs and improve efficiencies. Previously representatives from EAB have presented at the AAC retreat in 2015 and 2017, as well as setting the stage for the new Strategic Plan at SDSU in August 2017.

IMPACT AND RECOMMENDATION

Matt Pellish, Managing Director of Strategic Research and Education, with EAB will present and lead discussion around the pressing issues affecting the higher education landscape for systems around the country. Currently Mr. Pellish is designing the presentation to facilitate discussion among the Board and campus Presidents on:

- 1) Major Business and Financial Challenge Facing Higher Education in the Future;
- 2) Serving Students of the Future (issues such as free speech, diversity generation-Z, non-traditional students, etc.); and
- 3) Challenges Around the Crisis of Confidence in Higher Education (adequate state funding, public/private good, media vs. reality, etc.).

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – D DATE: August 7-9, 2018

SUBJECT

Marketing/Communicating the Value of Higher Education

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the system level, the South Dakota Board of Regents receives no dedicated funding through state appropriations for continuing projects that involve marketing or advertising. Most marketing and advertising efforts within the system are conducted by individual universities. The focus generally has been to market and promote the universities themselves: to prospective students and their families, to current students, and to others who benefit from having a public university and an educated populace in their community and state.

Historically, the Board has conducted public relations activities that can be accomplished at low cost with existing staff and through earned media. Earned media (also called free media) refers to publicity gained through promotional efforts other than advertising. Examples of activities resulting in earned media are issuing press releases, writing letters to the editor or guest editorials, conducting editorial board visits, and conducting media interviews with Board staff, administrators, and regents.

Additionally, other outreach activities are intended to target people identified as decision makers or influencers in higher education. This includes activities that the Board staff and Regents engage in with legislators and other policy makers, such as the production of the Fact Book; special presentations to legislative, business, and community groups; legislative breakfasts; roundtable discussions; town hall meetings; and similar events.

As the Board of Regents continues its work to move the state closer to its 65 percent attainment goal, additional engagement may be necessary to increase public awareness around the important implications of postsecondary education for the long-term viability of the state's economy. At this juncture in its history, the Board of Regents may wish to

INFORMATIONAL ITEM

consider engaging in a more rigorous, system-level marketing campaign. The goal may be to stress the importance of higher education as a whole, the need for public and legislative support of higher education, the value of postsecondary education to a state and its citizens, and the overall economic impact of postsecondary education to the state of South Dakota.

As a preliminary step, Board staff contacted a marketing firm that has done work for several public universities and other education entities in South Dakota. A small consulting contract was drawn up to engage Epicosity, a firm located in Sioux Falls, in pre-campaign planning. Epicosity agreed to help us identify a campaign theme, develop strategies to incorporate institutions into the new marketing effort, and develop a scope of work and proposed budget.

Representatives from Epicosity will be available to the Board at this planning session to discuss a marketing strategy, identify estimated costs, and set out a scope of work for a possible RFP (Request for Proposal). (State law requires the RFP procedure if a state agency wishes to award a professional services contract exceeding \$50,000.)

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – E DATE: August 7-9, 2018

SUBJECT

FY20 Budget Development

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 4-7-7 Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION

The Board met with campus leadership in June to discuss preliminary budget priorities for FY20. The following priorities have been recommended for Board consideration: 1) Dakota's Promise; 2) Salary Competitiveness; 3) SD BOR Math Pathway; 4) General Fund M&R; and 5) South Dakota Opportunity Scholarship.

IMPACT AND RECOMMENDATIONS

The Board should review the suggestions and develop a final budget to be submitted to the Governor's budget office by the end of August. The Board will take final action on the budget during the regular meeting on August 9, 2018.

A summary of all campus priorities is included in the appendix of the attachment.

ATTACHMENTS

Attachment I - FY20 Budget Priorities

INFORMATIONAL ITEM

SD Board of Regents FY20 Budget Priorities

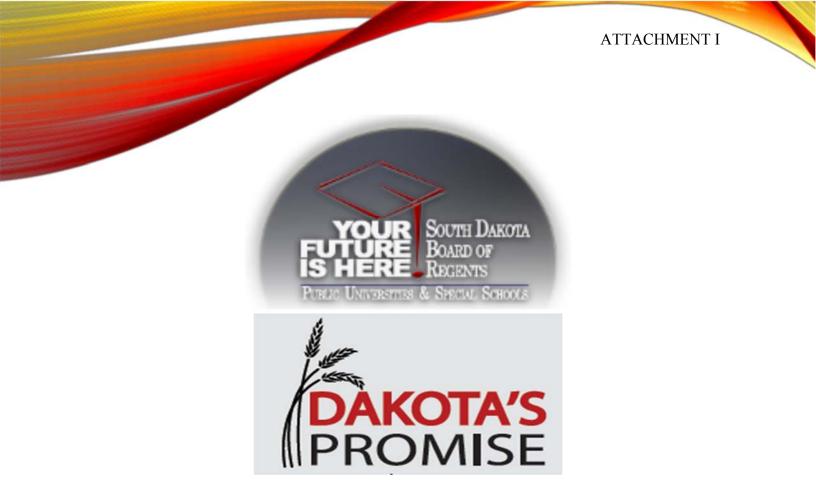


SD Board of Regents FY20 Budget Priorities Table of Contents

Budget Priorities Summary	1
Dakota's Promise	2
Salary Competitiveness	7
SD BOR Math Pathway	12
General Fund M&R	17
SD Opportunity Scholarship	19
Appendix I – Summary of Institutions' Original Budget Requests	21

SD Board of Regents FY20 Budget Priorities

1)	Dakota's Promise System-Wide											
2)	System-Wide \$11,670,760 base funding											
3)	System-Wide \$600,000 base funding											
4)	General Fund M&R System-Wide \$7,923,822 base funding											
5)	System-Wide \$100,000 base funding											
6)	Campus Priorities –	Detail found in Appendix I										
	BHSU	\$ 1,400,269 base funding, 19.0 FTE										
	DSU	\$ 166,740 base funding, 2.0 FTE\$ 410,184 one-time funding										
	NSU	\$ 234,000 base funding, 2.5 FTE\$ 50,000 one-time funding										
	SDSM&T	\$ 581,000 base funding, 3.0 FTE \$25,000,000 capital funding										
	SDSU	 \$ 213,380 base funding, 2.0 FTE \$ 275,000 one-time funding \$ 8,900,000 capital funding 										
	USD	 \$ 543,950 base funding, 6.0 FTE \$ 600,000 base funding \$15,000,000 capital funding 										
	SDSBVI	\$ 20,000 base funding, 1.5 FTE										



\$ 1,056,971 base funding in year 1 scaled to \$ 3,980,945 base funding in year 5

Goal – Create a comprehensive state financial aid program that will close the gap between existing financial aid and family support to meet the cost of attendance for South Dakota students attending public universities.

Dakota's Promise \$1,056,971 base funding

Access and affordability continue to be critical issues confronting higher education requiring states to make investments to ensure that academically accomplished students are afforded the opportunity to earn a college degree. When considering that approximately 66% of all new jobs over the next decade will require some form of post-secondary credential, the emphasis on improving higher education access and affordability will continue to be a critical concern for the United States and South Dakota. Even after exhausting every existing aid option including employment, scholarships, family support, and federal aid, there is still an unmet need for many students. This "gap" may prevent a student from attending college or completing their degree.

In February, the National College Access Network (NCAN) released an analysis of affordable four-year college options in every state and Puerto Rico based on IPEDS data. The NCAN definition of affordability is: "The average Pell Grant recipient should be able to cover the cost of attendance and have \$300 on hand to cover an emergency when using their combined federal grant aid, state grant aid, institutional grant aid, federal student loans, Expected Family Contribution, and wages from reasonable work." For in-state students living on campus and working over the summer, South Dakota is one of only two states to have zero affordable four-year institutions (the other being Puerto Rico) under NCAN's definition. For those students, the affordability gap is \$2,376. For those students who choose to live off campus (not with family), the affordability gap increases to \$3,328.

South Dakota continues to remain near the bottom in state-funded scholarship and aid programs, while our students have the sixth most overall student debt in the country. Over the past few years the Legislature has begun to address the issue of affordability by combining the Critical Teaching Needs and Need-Based Scholarship endowments into the Post-Secondary Scholarship program. This framework created a viable first step in focusing state dollars in areas of need for students around financial and workforce constraints; however an endowment of just over \$5 million is capable of generating just over \$200,000 each year that would be devoted to students in these two programs. Table 1 below depicts a comparison of the need-based and merit-based aid provided by the states within the region.

Regional Merit & Need Based Scholarship Programs*										
State	Need Based	Merit								
lowa	\$50,720,000	\$2,957,000								
Minnesota	\$178,000,000	\$0								
Montana	\$5,025,000	\$1,350,000								
Nebraska	\$15,999,000	\$0								
North Dakota	\$10,627,000	\$0								
South Dakota	\$229,000	\$5,471,269								
Wyoming	\$0	\$15,487,000								

*Source: 44th Annual Survey Report on State-Sponsored Student Financial Aid: National Association of State Student Grant and Aid Programs

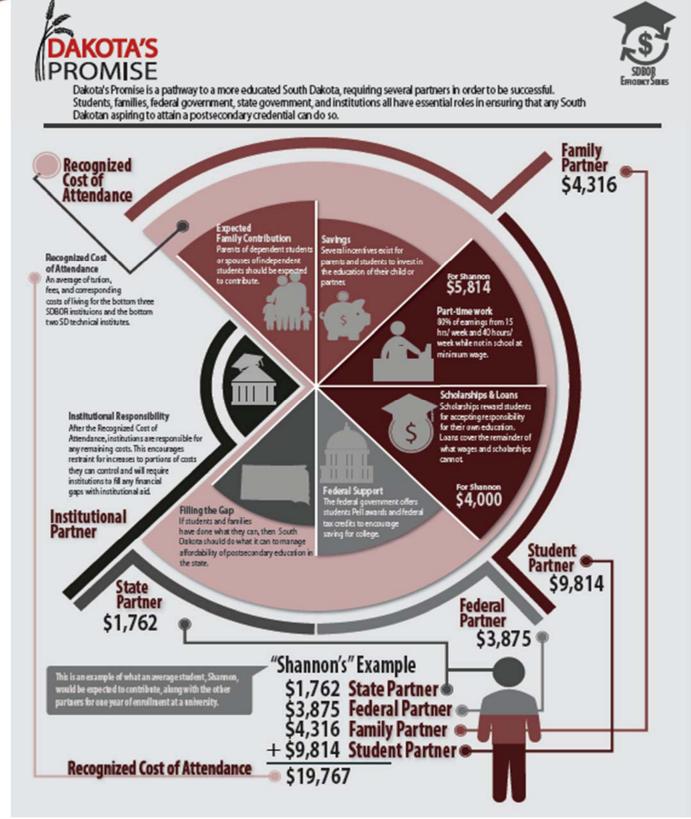
Dakota's Promise \$1,056,971 base funding

In January 2015, a task force consisting of financial aid directors and representatives from the Board of Regents office, the Department of Education, the Governor's office, and the South Dakota Educational Access Foundation began discussions of our existing student aid environment, the constraints facing current students, and how future student aid programs could be structured. Representatives from the Western Interstate Commission on Higher Education (WICHE) were brought in to facilitate the work they have conducted in states similar to South Dakota around a framework of Shared Responsibility that has proven to be successful. The Dakota's Promise needs-based scholarship program uses this Shared Responsibility framework as a long-term strategy to address the need for a more robust and cohesive needs-based financial aid funding structure for South Dakota students attending public universities.

The Shared Responsibility Framework operates under the idea that five partners share responsibility for meeting the cost of attendance for post-secondary education: the student, the student's parents/family, the federal government, state government, and the institution. The model for the Dakota's Promise draws upon a set of agreed upon assumptions from financial aid experts in the state that include the student's expected cost of attendance, the expected contributions and components of those contributions for every partner involved, and phase-in and rationing methodologies. These decision points were used to frame a series of models that outlined the structure and costs of a potential aid program. A copy of the comprehensive draft report developed by WICHE reflecting the decision points developed by the task force members can be found online at:

https://www.sdbor.edu/administrative-offices/academics/accountabilityReports/Documents/Shared_Responsibility_Taskforce_Report.pdf

The model considers the contributions from all partners for part-time and full-time students. The estimated annual cost of attendance for full-time students was set at \$19,767 for four-year institutions and \$15,568 for two-year programs offered at the technical institutes. The student contribution was set at \$9,814 to reflect any combination of borrowing, earnings from employment, or merit-based scholarship dollars earned by the student. \$9,953 in the third section of the table reflect the estimated annual cost of attendance less the student contribution, indicating the amount remaining to be covered by family, federal, state, and institutional contributions. The family contribution is based on Expected Family Contribution (EFC), as calculated by the Free Application for Federal Student Aid (FAFSA). After the family, federal and institutional awards, the remaining gap was determined to be an average of \$1,931 for approximately 4,122 students, which represents the state award from the proposed program. These numbers would change each year based on current assumptions. To keep the program viable, adjustments in funding from all parties would be necessary.



Dakota's Promise \$1,056,971 base funding

Scholarship Program Projections

The following table presents the anticipated cost to the state using the assumptions developed by the taskforce members for South Dakota's public universities only. The proposal is to phase in the program over a five-year period, with new students in FY20 being eligible for needs-based funding using this model. It is projected that 1,119 (34%) of new students in FY20 would be eligible for funding resulting in a \$2,113,947 investment needed by the state and local institutions. Institutional dollars would be used to cover 50% of the total cost resulting in a total investment of \$1,056,971 for both institutions and the state. In future years, the funding would continue to scale until an estimated 4,122 students are served annually at an expenditure of \$3,980,946 from the state general fund.

		Number of Awards		Average Award	Dolla	ar Amount						
Phase-in Approach with student borrowing set at \$4000 (4yr institution)												
1 st year	34%	1139	\$	1,856.67	\$	2,113,941.77						
1 st , 2 nd year	57%	2029	\$	1,902.15	\$	3,859,760.77						
1 st , 2 nd , 3 rd year	78%	2983	\$	1,920.73	\$	5,729,309.92						
1^{st} , 2^{nd} , 3^{rd} , 4^{th} year	92%	3721	\$	1,928.58	\$	7,176,001.05						
1^{st} , 2^{nd} , 3^{rd} , 4^{th} , 5^{th} year	100%	4122	\$	1,931.66	\$	7,961,891.53						

Notes about Phase-In Approach: According to the data provided by South Dakota institutions, 34% of the students were first-year students up to 30 credit hours; 57% of students were first and second year students up to 60 credit hours; 78% of the students were first, second, and third year students up to 90 credit hours; 92% of the students were first, second, third, and fourth year students up to 120 credit hours; 100% were first, second, third, fourth, and fifth year students.



Salary Competitiveness

\$11,670,760 base funding

Goal – Improve faculty salaries to close the gap between existing faculty and market peers in order to more effectively recruit and retain highly talented faculty members.

ATTACHMENT I

Salary Competitiveness \$11,670,760 base funding

At the June Board meeting, the Board advised that if faculty salary competitiveness is going to be a budget priority that they would like to have the faculty compared to a regional market. Following the meeting, the board office pulled a list of public institutions from surrounding states that fall into the same Carnegie classifications to create a regional peer group. However, the regional peer group for the research institutions provided such limited data that the institutions from the Board approved peer lists were added to the regional peer group. Using the regional peer group for BHSU, NSU and DSU and the expanded regional peer group for SDSM&T, SDSU and USD, faculty salaries were compared against the appropriate national Carnegie classification data sets from CUPA salary surveys. The Carnegie classification Master's Colleges & Universities is used for BHSU, DSU and NSU and the Doctoral Universities classification is used for the research institutions. Each group of peers used for the comparisons is included on page 11.

Comparison reports of SDBOR faculty against peer groups were created to determine total dollars needed to get to the median (market) value for each rank and Classification of Instructional Program (CIP) code. The use of regional data poses some challenges, primarily for the research institutions, as there are a significant number of CIP codes that do not have a CUPA comparison data point in the smaller subset of peers. In instances where there was not a comparative salary, the report pulls in the national peer group comparison for that rank and CIP.

When reviewing the data for regional versus national market, a trend emerged, primarily in the comprehensive institutions, that shows that faculty salaries are actually further behind the regional market than the national market. This can likely be attributed to the higher salaries paid in surrounding states like Minnesota and North Dakota, while the national group is such a large comparison group that the outliers have less impact on the market median salary.

Total Estimated Need by Campus										
	Regional National									
BHSU	\$1,082,479	\$810,562								
DSU	\$670,674	\$355,509								
NSU	\$774,848	\$623,950								
SDSM&T	\$1,024,633	\$1,203,029								
USD	\$3,676,555	\$4,226,242								
SDSU	\$4,441,571	\$4,884,322								
Total System Need	\$11,670,760	\$12,103,614								

The chart below gives a summary of the total need by campus to achieve 100% of the CUPA median faculty salary in their respective comparison group.

The campuses have provided data on their turnover rates and challenges with recruiting faculty. The turnover rates include all turnover, including faculty retirements. There are currently 149 faculty members across the system that are 62 or older, or that meet the South Dakota Retirement System eligibility rules to retire with full benefits. The average time to fill faculty positions across the regental system is 121 days. Faculty turnover costs are often much more significant than typical employee turnover due to the start-up package costs that are required by new tenure-track faculty and research faculty.

Salary Competitiveness \$11,670,760 base funding

BLACK HILLS STATE UNIVERSITY

Faculty turnover rates at BHSU have ranged between 4.5% and 6% in recent years. BSHU has been recruiting for,18 open faculty positions for the FY2019 academic year. Six of those are due to faculty retirements but the rest are due to resignations or the need to search for positions that were filled through emergency hires in FY2018.

DAKOTA STATE UNIVERSITY

Dakota State University has had 16 faculty positions open in the last year, 11 of which are still not filled. Seven of these positions fall under the Beacom College in computer science, cyber security and forensics programs. The average time to fill a faculty position is 140 days at DSU, and their faculty turnover rate over the last few years has ranged from 3% to as high as 10%, reporting a turnover rate in FY18 of 5.71%. DSU has recently offered its first faculty start-up package to a new Beacom college faculty member, the costs of that include \$10,000 (2018), \$8,000 (2019), and \$6,000 (2020) and a graduate research assistant (10 hrs per week, 2 semesters per year) for three years. Filling faculty positions is expensive and it will be imperative that our institutions are competitive in order to retain faculty and reduce the hiring costs.

Dakota State is by mission a tech-centric STEM school. As such, DSU is facing a tremendous threat to its ability to fulfill its purpose because of the increasing challenges of being able to recruit and retain tech-skilled faculty.

U.S. universities are graduating relatively few PhDs in computer and cyber sciences. According to the federal Integrated Postsecondary Education Data System, only 2% of all degrees conferred in the cyber sciences are doctorates, compared to 8% in the sciences, math, and engineering fields. Only 18% of these PhDs are taking teaching positions in higher education; another approximately 10% take non-teaching positions at universities, generally in full-time research

A recent report for the National Academies of Sciences, Engineering and Medicine revealed that between 2009 and 2015 there was a 74% increase in the number of cyber sciences bachelor's degrees awarded across U.S. colleges and universities. Doctoral-granting institutions as a group reported a 300% increase in cyber sciences degrees awarded. Clearly, students are flocking to tech-centric degree programs, just as they are to DSU.

The Computer Research Association's comprehensive Taulbee Survey reported that 1,780 PhD degrees in cyber sciences were awarded in 2015. Given that only 18 % of these PhDs took teaching positions in higher education, there were only 320 new PhDs available to fill faculty slots in the 1,577 institutions that offer cyber sciences degrees. That means that colleges and universities without a robust research environment and community will be doing well to hire one new cyber sciences PhD every 27 years. This is why the MadLabs is important to DSU not only for its economic development impact, but also to strengthen the university's ability to recruit and retain tech-centric faculty. A recent study in Computing Research News found that 18% of college and university cyber science faculty searches in 2017 failed entirely.

Salary Competitiveness \$11,670,760 base funding

NORTHERN STATE UNIVERSITY

NSU typically hires between 6 and 10 new faculty members each academic year. The faculty turnover rate has been 10% to 14% over the past four years. Approximately 30% of the faculty turnover over the past four years has been because of faculty moving for better financial opportunities.

Approximately 75% of NSU faculty salaries are below the CUPA median salary for similar institutions. Salaries for faculty and staff at Northern State University have been compressed given that in four of the last ten years state employees received no annual raises through the salary policy process.

Given this situation, employee compensation continues to be an area of concern. NSU competes nationally to fill faculty and administrative positions. In order to attract individuals with the level of qualifications and experience necessary to move educational programs forward through exemplary classroom teaching and strong leadership skills, salary and benefit packages must be highly competitive. Presently, our salaries are not nearly as competitive as they need to be in order to attract the necessary caliber of faculty. Compensation for support staff and administrators is also important in order to attract and retain qualified individuals to provide the services needed to support students, faculty and staff.

SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY

SDSM&T had to hire 16 new faculty members for FY19, recruiting from eleven different states. The institution has hired between 8 and 13 new faculty each year for the four years prior. Faculty turnover rates have ranged from 4% to 7% in recent years. On average, Science and Engineering faculty receive a start-up package from the Provost's Office of \$50,000, paid over a period of years. Mathematics and Computer Science faculty receive a start-up package from the Provost's Office are lower than in the past (approximately \$100k for Science and Engineering faculty about 5+ years ago) due to financial constraints.

An increase in salary policy would assist SD Mines in preserving its qualified workforce. Maintaining skilled personnel during periods of no salary policy and the resulting salary compression as a result of new hires continues to be a challenge for SD Mines. Not all turnover is a result of salary policy issues, but departing employees almost always rate pay as "no advantage" during their exit surveys.

More than 30% of the SD Mines tenured/tenure-track faculty are 80% or below their current market value and 20% of our NFE professional staff are 80% or below their current market value. Those numbers continue to grow because the average increase in market value is greater than salary policy increases.

SOUTH DAKOTA STATE UNIVERSITY

SDSU has made a concerted effort at hiring faculty at 90% - 100% of the Oklahoma salary survey market levels. However, this practice has created salary compression issues as many new hires are making more money than existing faculty who were employed during the periods in which the state froze salaries. Their turnover rates have ranged between 3.5% and 7% over the last three years. In FY17, SDSU filled 52 faculty positions and in FY18, 40 positions. The start-up packages for new faculty in tenure-track positions can also be costly, ranging from \$10,000 - \$15,000 for psychology faculty, and up to \$350,000 over a period of years for fields such as chemistry.

2969

Salary Competitiveness \$11,670,760 base funding

UNIVERSITY OF SOUTH DAKOTA

In FY17, USD had 41 faculty positions to fill, the three years prior the institution filled between 22-28 each year. The total faculty turnover rates have ranged from 5% to nearly 10% over the last four years. As a research institution, many new faculty hires require startup packages, at USD these range anywhere from a few thousand dollars up to \$300,000, dependent upon the field of study.

RECOMMENDATION

It is unlikely that a budget request of \$11.7M for faculty salaries would be approved in any given year. Therefore, a reasonable approach might be to address this over a period of time. The request would be to use a five-year period, making the FY20 request \$2,334,152.

Board Approved and Regional Peer Lists

SDSU/SDSMT/USD Regional & Board Approved	BHSU/DSU/NSU Regional
Colorado School of Mines (Golden, CO)	Adams State University (Alamosa, CO)
Colorado State University (Fort Collins, CO)	Bemidji State University (Bemidji, MN)
Iowa State University (Ames, IA)	Chadron State College (Chadron, NE)
Michigan Technological University (Houghton, MI)	Colorado State University-Pueblo (Pueblo, CO)
Missouri University of Science & Technology (Rolla, MO)	Metropolitan State University (Saint Paul, MN)
Montana State University (Bozeman, MT)	Metropolitan State University of Denver (Denver, CO)
Montana Tech of The University of Montana (Butte, MT)	Minnesota State University, Mankato (Mankato, MN)
North Dakota State University Main Campus (Fargo, ND)	Minnesota State University Moorhead (Moorhead, MN)
Oklahoma State University (Stillwater, OK)	Minot State University (Minot, ND)
Southern Illinois University Carbondale (Carbondale, IL)	Montana State University - Billings (Billings, MT)
University of Colorado Boulder (Boulder, CO)	Peru State College (Peru, NE)
University of Colorado Denver (Denver, CO)	Southwest Minnesota State University (Marshall, MN)
University of Idaho (Moscow, ID)	St. Cloud State University (St. Cloud, MN)
University of Iowa (Iowa City, IA)	University of Colorado-Colorado Springs (Colorado Springs, CO)
University of Minnesota-Twin Cities (Minneapolis, MN)	University of Minnesota Duluth (Duluth, MN)
University of Mississippi (University, MS)	University of Nebraska at Kearney (Kearney, NE)
University of Missouri - Kansas City (Kansas City, MO)	University of Northern Iowa (Cedar Falls, IA)
University of Montana - Missoula (Missoula, MT)	Wayne State College (Wayne, NE)
University of Nebraska at Omaha (Omaha, NE)	Western State Colorado University (Gunnison, CO)
University of Nebraska - Lincoln (Lincoln, NE)	Winona State University (Winona, MN)
University of Nevada, Reno (Reno, NV)	
University of North Dakota (Grand Forks, ND)	
University of Northern Colorado (Greeley, CO)	
University of Rhode Island (Kingston, RI)	
University of Vermont (Burlington, VT)	
University of Wyoming (Laramie, WY)	
Utah State University (Logan, UT)	

ATTACHMENT I



SD BOR Math Pathway

\$600,000 on-going general funds

Goal – Establish the appropriate student support services under a new math pathway model, to increase student success in the critical gateway math courses in the Regental system.

2971

During the August 2017 retreat, the South Dakota Board of Regents (SDBOR) received an update on the various strategies/initiatives underway during the past seven years to advance the system's completion agenda. Efforts to improve student success in math, including initiatives to increase success for remedial coursework, are central to this agenda for two reasons. First, non-credit bearing math coursework is costly for students, and places them at a disadvantage as they work to complete their degree in a timely fashion. Second, student success in these gateway math courses has continued to serve as a significant factor impacting progression and completion for students. Improving math outcomes has been an important priority for the Board during the budget process the past three years. South Dakota School of Mines & Technology (SDSM&T) started their math initiative with private funds in 2015 and was successful in obtaining a one-time general fund appropriation during the 2016 Legislative session for FY17. In FY18 SDSM&T requested continued funding for their math program, they were not appropriated any on-going general funds for the program but were appropriated other fund spending authority. The Legislature asked that the BOR and SDSM&T find the funding for the math program from other funds for FY18. In FY19, the system advanced a comprehensive proposal to address student success needs in mathematics at each campus. The Governor's formal budget requests to the legislature did not include the Board's mathematics requests in FY17, FY18 or FY19. Questions about comprehensive mathematics strategies in the system continue to emerge as these budget requests receive consideration.

During a presentation last spring at the <u>Western Academic Leadership Forum</u>, representatives from the <u>Charles A. Dana Center</u> (University of Texas at Austin), and Montana State University, Bozeman outlined methods for improving student Math performance using the <u>New Mathways Project</u>. Representatives from states that are implementing new math pathways in collaboration with the Dana Center provided an overview of the process used, lessons learned, and results from their respective initiatives. Additionally, <u>Michigan State University</u> recently engaged faculty to revise general education requirements to eliminate required College Algebra coursework, and replaced it with two quantitative literacy courses. With this work as context, the Board discussed potential math pathway models during their <u>August 2017</u> retreat and supported bringing recommendations forward for consideration.

The Academic Affairs Council (AAC) discussed this issue at their <u>August 2017</u> retreat and created an Improving Math Performance Taskforce that engaged in a comprehensive review of math pathway initiatives across a number of states. The final recommendations include best practices from national efforts to reform developmental mathematics education, input from faculty and researchers in another state where reform has been in progress for four years, and input from faculty across the SDBOR system. At its <u>May 2018</u> meeting, the South Dakota Board of Regents approved the Regental Math Pathway Model (see infographic in Attachment I). This model incorporates innovative curricular and student support components to create a uniform, system-level approach to improving student mathematics success, and thus progress towards graduation. Based on prior work done at SDBOR institutions and on input from other states and organizations, there is good reason to believe that the goals of the Pathway model will be achieved. There is also good reason to believe that adequate amounts of the right types of resources will maximize the model's effectiveness.

The primary principle underlying the Pathway model is to advance each student through the optimal math course or sequence of courses (i.e., pathway) required for that student's major as quickly as possible. This is most effective when the pathway spans the fewest possible number of semesters. The Pathway model accomplishes this by placing each student into the highest level initial math class consistent with a likely successful outcome for that student, and by using co-requisite courses combining remedial and college-level content in one semester. This approach is resource intensive as it requires personnel to provide students with instructional and other forms of support.

Recommendation

There is a need to invest in resources to support student success in order to fully support this Math Pathway model. Math faculty across the Regental system propose a system-level approach to obtaining new base funding to support this model. This request seeks new base funding from the state, redirection of existing resources from the Regental institutions, and foundation support to accomplish these objectives. Some variation in the use of proposed new resources will inevitably occur among campuses due to unique student populations and circumstances; however, major features will be consistent across all campuses. These features fall into three categories: 1) development of comprehensive summer programming to promote student placement into the highest level math classes consistent with likely success; 2) supplemental instruction opportunities for students aligned with academic year programming to support student success in those courses (particularly the increased reliance on co-requisite courses); and 3) investments in software and computer assisted instructional resources that aid student success in critical gateway courses. The total cost to make each of these investments is \$600,000. The goal of the proposal is to request \$200,000 in base general funds from the state as a budget priority for the Board of Regents. The remainder of the funds would come from a \$200,000 reallocation of existing funds at the institutional level, and then request \$200,000 from the South Dakota Education Access Foundation (SDEAF) to assist in improving math performance for underrepresented student populations.

Summer Bridge Program (BHSU, DSU, SDSM&T, SDSU & USD) - \$182,400

Currently, many students enter postsecondary institutions and receive placement into remedial coursework due to their junior year performance on the ACT. This placement approach does not reflect additional math content learned during their senior year. Summer programming would take the form of online Summer Bridge programs intended to serve students whose initial mathematics course placement is not at the optimum level for the math pathway associated with their chosen academic major. Under the proposed model, every student would have the opportunity to enroll in either a credit or non-credit bearing class during the summer before their college freshman year, or have early access to the resources they would need to be successful in their chosen math pathway. The goal is to either improve their placement so that their initial math course will meet general education requirements, or put them on a pathway to be successful in the higher order calculus pathway.

The online summer bridge program at Dakota State University (DSU) is designed specifically to help students by: 1) providing a low-cost alternative to completing a bridge program while living at home the summer before beginning their college career; 2) improving their placement into the general education math course required in their program; or 3) or improving placement enough to eliminate a need to take non-credit bearing prerequisite courses. The DSU bridge program will be a non-credit bearing class (no cost to the student), and program completers will be allowed to challenge their placement at no cost to themselves. The program will utilize the <u>Khan Academy</u> site with communication with the DSU instructor facilitated through the system's common Learning Management System. At Black Hills State University (BHSU) the summer bridge program will include online, as well as active learning face-to-face instruction at BHSU-Rapid City.

The summer bridge programs at SDSU and the University of South Dakota (USD) will utilize the learning platform <u>ALEKS</u>, which was built on National Science Foundation (NSF) funds. The platform uses artificial intelligence to assess students' existing knowledge and then directs them to new content based on what they are ready to learn next. An undergraduate or graduate student "math mentor" will support small groups within the course and encourage students to use appropriate study practices using email, discussion board postings, and texting to stay in close contact with students. Students who meet required benchmarks of the ALEKS course may challenge their placement one additional time. The program will prepare students to test into College Algebra, PreCalculus or Calculus, as desired.

Because the majority of students enrolling at SDSM&T receive placement on the Calculus Pathway, the institution will continue with a modified version of their Mines Math Initiative. Rather than working students through a structured bridge program, the emphasis is on providing students with early access to course materials for their advanced math coursework. Faculty and mentors will guide students to keep them engaged during the summer. The initial success of this approach demonstrates that making these resources available provides for increased engagement by students once they arrive on campuses and are in Trigonometry and Calculus I coursework. Transfer and returning students also receive these materials so that every student has the opportunity to review and prepare for the first day of their class.

Regardless of the software/resources used, each institutions' teams of mathematics faculty and undergraduate and graduate mentors will work closely with students to develop both mathematics content mastery and "soft skills" such as time management, effective study techniques, and learning strategies. One of the primary outcomes is to increase active engagement by students, channel their efforts, initiate regular communication, and further improve their work habits with this approach.

Supplemental Instruction (BHSU, DSU, NSU, SDSU & USD) - \$322,800

The math pathways initiative provides a path through general education that begins with credit bearing courses for all students in all programs. Undergraduate teaching assistants will provide supplemental instruction in general education courses and courses along the pathway, as well as courses selected by each institution. Students that struggle and feel helpless, overwhelmed, and unable to track classroom presentations can derail an entire class, fueling a student's resentment to the mathematics discipline. A goal of this initiative is to build a support structure to nurture student feelings and attitudes about mathematics and ensure that students have the help they need to be successful, regardless of if they are willing to seek help on their own. Institutions would aim to build an engaging environment with undergraduate teaching assistants and instructors working together to coordinate supplemental instruction providing just-in-time remediation, a summary of key topics, and worked examples illustrating key topics and techniques. Academic year programming would seamlessly continue support for the Summer Bridge program participants and involve other interested students in need of additional support. NSF-funded research regarding pre-general education mathematics program has demonstrated that peer mentors assisting in mathematics classrooms can make significant contributions to student success.¹ The instructional teams of faculty and graduate/undergraduate mentors will use effective study techniques and learning strategies to support content mastery. Substantial levels of team/student engagement and student progress monitoring would be possible, both of which are important contributors to student success in mathematics.

DSU will design their supplemental experiences in the mathematics success center to alleviate student frustration by providing timely support in the form of problem sessions. The sessions will begin with a broad overview of recently discussed content, recently discussed key techniques, and worked problems/examples with time for questions and answers. Goals of supplemental instruction include students becoming comfortable working with the instructor and undergraduate teaching assistants, utilizing the help provided by mathematics success center tutoring, and utilizing the instructor during office hours outside of the problem series. In alignment with these goals, the series provides assistance to all students; in particular, those unwilling to seek help by themselves.

¹ See Pearce, *et. al*, "Using Research-Based Instruction to Improve Math Outcomes with Underprepared Students," *Journal on Excellence in College Teaching*, 2017. 2974

At BHSU, NSU and SDSU, students have the opportunity to participate in required weekly recitations and optional extra homework help sessions led by graduate students or faculty. The formation of Math Mentors will take this one step further. For many struggling students in mathematics courses, the problem is not the mathematics itself, but with developing appropriate study skills, asking questions, and applying the effort required for success. The Math Mentor program will help students learn about and put into practice effective study skills, to develop the confidence to ask questions, and to develop the work ethic required for success in university level courses. As part of the Math Mentor program, groups of 15 to 20 students who have opted into the program will receive additional support through weekly meetings in which the mentor facilitates student implementation of evidenced based study techniques. The mentors will be available during large lectures for College Algebra to encourage student participation in class, to assist the class during active learning experiences, to attend periodic homework help sessions, and to use texting to encourage students to attend learning opportunities. To help establish a supportive peer network, the students will participate in two social events with their mentor group.

USD intends to invest in the supplemental instruction model based on the learning communities and peer mentoring that has been popular with student retention in the last several years. The intent is to assign 10 students to a peer mentor (typically an honor's students or other student ambassador) who will not only schedule weekly hour-long meetings, but also monitor and reach out to students that are lacking on important indicators provided from instructors, such as attendance violations, falling behind in work, and poor test performances. Students are typically more responsive to seeking help from peers than their adult instructors. An instructor will oversee the project and train the peer mentors with a graduate student.

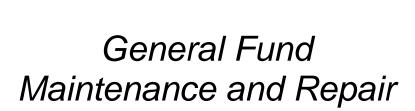
One byproduct of this approach at all institutions is the ability to have undergraduate mathematics and mathematics education majors assisting in the classroom. This is a great experiential learning opportunity for these future teachers that can help them improve their teaching for the next generation of high school and college students.

Software Assisted Instruction & Online Support (BHSU, SDSM&T & USD) - \$94,800

A number of institutions rely upon sophisticated software-assisted instruction, or online support resources that have proven effective in improving student success in math coursework. Specifically, the Regental system has adopted <u>MyMathLab</u> from Pearson as a common platform for delivering remedial and entry level math courses to students. BHSU currently provides online tutoring through <u>Smarthinking</u> (an on-demand, online tutoring service available 24 hours per day) for any student in an internet lower-level math class. The service is an existing add-on to the comprehensive MyMathLab that students or institutions can purchase for online and face-to-face courses. There are students at the various delivery sites who find it difficult to attend an in-person tutoring session. Additional funding to expand the Smarthinking tutoring option to students in lower-level math courses, regardless of the course delivery method, would allow students access to this service at any time they are working on their assignments. Due to the overall number of students requiring this additional support at USD, the institution will assign a full-time graduate student to their online courses to offer additional help from the instructors. Their role would be to actively seek out students that fall behind to offer more one-on-one assistance.

Finally, SDSM&T is currently using a series of gateways to enforce mastery of learning. However, an essential component to this model is easy access to testing since students may take tests multiple times to achieve content mastery. SDSM&T would utilize resources to create and maintain a series of interactive online modules designed to enhance online learning. These modules would take student input during playback of videos and use that to guide learning. It is expected that the development and maintenance of the interactive online modules will require ongoing costly software development time.





SOUTH DAKOTA

STURE & SPECIAL SCHOOLS

\$7,923,822 base funding

Goal – Maintain funding dedicated to the maintenance and repair of Regental academic buildings equal to 2% of the total replacement value of those buildings.

General Fund M&R \$7,923,822 base funding

During the 2018 Legislative session, \$796,691 was appropriated to the BOR general fund maintenance and repair (M&R) fund. This was only a fraction of the \$4,319,346 needed and put the system 1.76% of replacement values in FY19. The combination of new buildings and increased replacement values have contributed to a growing gap in funding needed to reach the goal of 2% of our academic buildings' replacement values.

The total amount needed to bring the system to 2% of current replacement values in FY20 is \$7.9M. With the increased replacement values and the new buildings, if there is no general fund appropriation in FY20 we would fall to 1.56% of our estimated FY20 replacement values.

The chart below shows the summary of the full need for FY20.

Replacement Values**	\$1,704,487,770
	2.00%
2% Replacement Value	\$34,089,755
FY20 HEFF M&R	(\$16,123,940)
M&R Fee & Critical Deferred M&R	(\$1,445,357)
General Fund Base	(\$8,596,636)
State Contribution Needed	\$7,923,822

Notes: Total estimate of academic building replacement values are based on ORC insurance values plus 3.0% construction cost inflation and 5-year phase-in of new buildings. University Centers and Special Schools are not included in replacement values.

Estimated HEFF M&R Increase of 1.2%.

M&R Fee & Critical Deferred M&R - \$3.35 per credit hour, projected credit hours of 431,486.

Fee / per credit hour	\$	2.22
Projected Cr Hrs		431,486
	\$	956,294
Critical Deferred M&R	\$	1.13
Projected Cr Hrs		431,486
	\$	489,063
FY19 HEFF M&R		\$15,932,747
Estimated Increase - 1.2%		\$191,193
FY20 HEFF M&R	ļ	\$16,123,940

Recommendation

Our M&R funding is currently at 1.76% for FY19 to get to 2% in FY20 we would need \$7,923,822. This request represents one-half of the total need, \$3,961,911. This amount would keep our M&R funding at approximately 1.76% of estimated FY20 replacement values.



South Dakota Opportunity Scholarship

\$100,000 base funding

Goal – Ensure the continued success of the SD Opportunity Scholarship.

ATTACHMENT I

South Dakota Opportunity Scholarship \$100,000 base funding

The 2015 Legislature passed HB1147 which increased the value of the SD Opportunity Scholarship award from \$5,000 to \$6,500, bringing the value of the scholarship to 20% of mandatory tuition and fees. The scholarship awards \$1,300 a year for the first three years and \$2,600 in the final year. The new amounts were awarded to incoming students receiving the scholarship for the first time after July 1, 2015. Four cohorts of students are now receiving the increased benefits, and the overall fiscal impact for the revisions made to the program through HB1147 will occur after the Fall 2018 term as the final cohort of students enroll in the program. Overall, the scholarship encourages students to take the college preparation curriculum, maintain good grades, and attend college in state, making them much more likely to stay in South Dakota after they graduate.

A variety of data elements are evaluated each year to determine the ongoing impact of the Opportunity Scholarship for meeting program objectives. Since its inception, the program has provided funding to approximatley 1,200 new students each year. For Fall 2018, a total of 1,335 new students participated in the program along with an additional 2,822 students who have maintained their eligibility into the second, third and fourth year of enrollment. For FY20 it is expected that a total of 4,244 will take advantage of the scholarship benefits.

Each year the Board of Regents creates the *High School to College Transition Report* to document the first year performance of students from the state's school districts. When comparing the most recent graduating class against those graduates who enrolled in the Regental system prior to the start of the scholarship program, the number of students meeting ACT college readiness benchmarks in the areas of math, English, science, and reading has increased by more than 9%. Also, the number of high school graduates scoring 24 or higher on their ACT has shown a marked increased since the implementation of the Opportunity Scholarship. More South Dakota high school graduates continue to become eligible due to the flexibility allowed for completing career and technical education courses as an alternative to completing two years of world or foreign language and legislation to allow any student with a 28 or higher on the ACT (yet not meeting the curriculum requirements). Finally, as one of the primary drivers for establishing the program was to ensure that a larger number of the state's most talented students remain in the state after earning their degree, the placement data for scholarship recipients has averaged 69%.

The proposed funding would allow the Board of Regents to continue to award scholarships to deserving high school graduates.



Appendix I

Summary of Institutions' Original Budget Requests

FY20 Campus Summary Budget Priorities

Base Funding

	Dase I	unung				Contractual		Capital		
		Description	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Services</u>	<u>Supplies</u>	<u>Assets</u>	<u>Total</u>	<u>FTE</u>
	BHSU	University College	\$335,000	\$151,050	\$18,000	\$202,503	\$9,500	\$10,000	\$726,053	12.0
	BHSU	Center for Sustainability	\$455,200	\$119,016	\$25,000	\$40,000	\$20,000	\$15,000	\$674,216	7.0
	DSU	Faculty Recruitment & Retention	\$100,000	\$31,240		\$34,000	\$1,500		\$166,740	2.0
	NSU	Research Center	\$43,000	\$14,000	\$15,000	\$32,000	\$2,000		\$106,000	0.5
	NSU	American Indian Circle Program	\$87,000	\$28,000	\$1,000	\$600	\$8,400	\$3,000	\$128,000	2.0
	SDSMT	SD Advanced Materials & Manufacturing Institute	\$415,000	\$60,000		\$106,000			\$581,000	3.0
	SDSU	Precision Agriculture - FTE	\$95,000	\$21,794	\$3,500		\$1,000	\$2,500	\$123,794	1.0
	SDSU	Economics Field Specialist	\$65,000	\$17,586	\$3,500		\$1,000	\$2,500	\$89,586	1.0
	USD	Center for Brain & Behavior Research (CBBRe)	\$139,197	\$32,853	\$10,000	\$36,500	\$21,450	\$10,000	\$250,000	2.0
	USD	Office of Title IX and Center for Prevention & Education	\$185,000	\$58,950	\$13,000	\$20,000	\$15,000	\$2,000	\$293,950	4.0
\triangleright	SDSD	Hands in Motion Summer Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.5
1	SDSD	Teacher Preparation at UNL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.0
1	SDSD	SDSD Evaluation Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	1.0
2981	SDSBVI	Assistive Technology						\$20,000	\$20,000	0.0
81		Total	\$1,919,397	\$534,489	\$89,000	\$471,603	\$79,850	\$65,000	\$3,159,339	36.0
		Total Base Funding Request	\$1,919,397	\$534,489	\$89,000	\$471,603	\$79,850	\$65,000	\$3,159,339	36.0

FY20 Campus Summary Budget Priorities

One-Time Funding

	5				Contractual		Capital		
	<u>Description</u>	Salaries	Benefits	Travel	<u>Services</u>	<u>Supplies</u>	Assets	<u>Total</u>	<u>FTE</u>
DSU	Accessibility Collaboration w/Special Schools	\$167,075	\$19,195	\$25,232	\$22,000	\$76,682	\$100,000	\$410,184	
NSU	Research Center						\$50,000	\$50,000	
SDSU	Rural Veterinary Medical Education	\$187,933	\$40,267	\$10,000	\$10,000	\$5,000	\$21,800	\$275,000	
USD	School of Law Experiential Classroom						\$600,000	\$600,000	
	Total	\$355,008	\$59,462	\$35,232	\$32,000	\$81,682	\$771,800	\$1,335,184	0.0
	Total One-Time Funding Request	\$355,008	\$59,462	\$35,232	\$32,000	\$81,682	\$771,800	\$1,335,184	0.0

FY20 Campus Summary Budget Priorities

Capital Funding

							Contractua	l		Capital		
	Description	<u>Sala</u>	<u>ries</u>	Ben	<u>efits</u>	<u>Travel</u>	<u>Services</u>	<u>Su</u>	<u>pplies</u>	<u>Assets</u>	<u>Total</u>	<u>FTE</u>
SDSMT	Mineral and Energy Industries Center of Excellence *									\$ 25,000,000	\$ 25,000,000	
SDSU	Precision Agriculture - Berg Agricultural Hall Remodel									\$ 8,900,000	\$ 8,900,000	
USD	Health Sciences Building									\$ 15,000,000	\$ 15,000,000	
	Total	\$	-	\$	-	\$ -	\$-	\$	-	\$ 48,900,000	\$ 48,900,000	0.0
	Total Capital Project Funding Request	\$	-	\$	-	\$-	\$-	\$	-	\$ 48,900,000	\$ 48,900,000	0.0



FY20 Informal Budget Request

2984 A - 4

Black Hills State University

Dakota Promise

At BHSU, we know the power of scholarship dollars. Our students, as do most university students in the state and region, enroll in degree programs full of hopes and dreams for their future. They have plans to become doctors to address a growing need for medical professionals in our rural areas, to become business leaders with ideas to stimulate the state's economy, to become scientists to create new sustainable energy sources, and to achieve success in a multitude of other occupations. These students, and many more just like them who either don't have the opportunity enroll in college or drop out due to financial constraints, are the future of our state. South Dakota needs their dreams and their ideas.

BHSU, which has a limited but growing scholarship program, has noticed a dramatic success rate for students who are rewarded with scholarship funds. In several of our newest scholarship programs – the Presidential Scholarships and the Northern Hills Scholarships – students have achieved a nearly 90 percent retention rate.

Scholarship students at BHSU including foundation, state and institutional scholarships is 87 percent an increase of 18 percentage points when compared to the overall retention rate at BHSU. It's clear that scholarship funding plays a key role in the success of students.

University students in South Dakota have a serious lack of scholarships funds as compared to other states in the region and throughout the nation. The Dakota Promise proposal will address that shortfall and create opportunities for students that will lead to greater quality of life for all South Dakotans.

At BHSU, we encourage students to dream big and know that "Anything is Possible." Scholarship students at BHSU are successfully graduating and are on their way to reaching their dreams.

"I am beyond grateful for your help in making my goals a possibility. I promise to work hard and aim to give back to my community."

-Erica Popelka

ATTACHMENT I

Black Hills State University



Madison Jilek

Madison Jilek, a physical science and chemistry major from Spearfish, was accepted at several graduate schools. She has selected a physical chemistry doctorate program.

Madison credits her professors for the research mentorship and encouragement throughout her time at BHSU. Madison participated in an international research symposium and was chosen for a solar research program at Brookhaven National Lab last summer.

Madison says that being involved in undergraduate research was an extremely beneficial experience for her and appreciates the scholarship she received.

"The gift you've given me is not only monetary, but also gives me the time required to go beyond my degree requirements and work toward a career in research."



D'Aryn Lends His Horse

D'Aryn Lends His Horse, a chemistry major from Eagle Butte, was recently accepted to pharmacy school in Denver at Regis University.

While at BHSU, D'Aryn participated in life changing experiences including service learning trips to Africa and the Philippines. On campus she worked for President Jackson and with the Center for American Indian Studies, and was involved with many clubs. This year she organized the Pow Wow that the students host each year.

"Black Hills State has prepared me both academically and personally. I got to do research, I got to travel, so many different things that not only prepared me academically but how to be a good person overall and to get out there and actually be successful."

Black Hills State University

ATTACHMENT



Gavin Brucklacher

Gavin Brucklacher, a business administration major from Philip recently graduated and is beginning his career as an IT Specialist at First National Bank in Philip. In addition to earning scholarships, Gavin secured an internship and served as a Presidential Ambassador while attending BHSU.

Along with all of his academic accomplishments, Gavin was able to start his own business, Gavin's Antler Art.

Gavin is thankful for the internship at First National Bank which he says provided an excellent opportunity for growth and application of his knowledge.

"As I was getting ready to go back to school for my senior year after my internship, the bank president asked me about my plans after graduation. He said he'd like to have me stick around and I said absolutely!

My favorite memory is being involved on campus with other student-led organizations. I was Presidential Student Ambassadors President my junior year."



Sierra Conch

Sierra Concha, an English major from Pine Ridge, is returning to the reservation to teach kindergarten.

She says that the BHSU teaching program which included time being in a classroom and observing teacher – student interaction was vital to her decision to teach and her plans to lead a classroom.

Sierra, who transferred to BHSU, was a member of the Honors Program and was chosen to be a TedX presenter.

"The professors are so invested in students and they have really helped me be better all-around as a student to be prepared and really think about my future. I've been able to really plan ahead because of them and their investment in me and other students."

Black Hills State University

Salary Competitiveness

Need for Market Analysis:

BHSU is finding it increasingly difficult to attract and retain quality faculty members. Faculty recruitment is unquestionably a global market, and competitive advantage is imperative. In order to maintain the minimum standard of competitive parallelism, it is requisite to determine where an institution stands in terms of compensatory equality.

Notable Patterns:

- Of all disciplines and ranks combined, BHSU faculty are at 93.7% of CUPA market salary.
- The School of Natural Sciences is the healthiest in market comparison, sitting at 99.21% of market.
- Not surprisingly, the School of Business touts the overall lowest average of market at a combined 83.7% of market (according to the 2018 survey, Business remains one of the highest paying disciplines for both tenure-track and term faculty).
- The estimated total dollar amount necessary to reach CUPA market values across the institution for every faculty member is ~ \$630,125. The School of Business alone requires ~ ½ of that pool at \$305,244.

Positive Notes:

• 62% of our faculty incumbency (81 of 131) for FY18 were at 90% of market or better. This is significantly higher than any other employee group (i.e. CSA/NFE) on campus.

Areas of Improvement:

- The School of Business, the most difficult and expensive faculty to recruit and retain, is significantly lacking in market dollars.
- Only 18% of our faculty (24 of 131) are at or above market value for FY18.
- 0% of Business faculty are at or above market value for FY18.

	Average of % of CUPA Market	Count of Faculty Member	Sum of Amount Needed to Reach CUPA Market
School of Arts & Humanities	92.36%	34	\$158,381
Assistant Professor	89.25%	8	\$47,831
Associate Professor	94.18%	10	\$37,310
Lecturer	99.81%	1	\$83
Professor	91.90%	8	\$51,015
Instructor	92.76%	7	\$22,142
School of Behavioral Sciences	94.93%	16	\$52,186
Assistant Professor	89.73%	5	\$30,510
Associate Professor	89.25%	4	\$28,989
Lecturer	115.21%	1	-\$6,751
Professor	100.91%	3	-\$2,609
Instructor	98.41%	3	\$2,047
School of Business	83.70%	19	\$305,244
Assistant Professor	79.89%	10	\$187,913
Associate Professor	84.05%	2	\$32,142
Professor	88.17%	6	\$81,519
Instructor	94.36%	1	\$3,670
School of Education	96.57%	24	\$49,169
Assistant Professor	91.73%	9	\$43,107
Associate Professor	92.51%	6	\$30,394
Professor	106.23%	3	-\$15,639
Instructor	103.05%	6	-\$8,693
School of Math & Social Sciences	95.55%	17	\$58,604
Assistant Professor	87.64%	5	\$34,873
Associate Professor	92.39%	2	\$10,186
Lecturer	113.53%	1	-\$6,080
Professor	89.65%	3	\$25,902
Instructor	103.15%	6	-\$6,277
School of Natural Sciences	99.21%	21	\$6,541
Assistant Professor	97.01%	3	\$5,198
Associate Professor	94.24%	6	\$23,443
Lecturer	128.48%	1	-\$12,925
Professor	104.67%	7	-\$24,886
Instructor	91.43%	4	\$15,711
Grand Total	93.70%	9 131	\$630,125

BHSU Sustainability Research Center

Sustainability is at the heart of BHSU's culture as the institution works to educate in the Black Hills of South Dakota – an area sacred to our nation's history and culture. We strive to be at the cutting edge of sustainable practices. A few of the institutions recent accomplishments include:

- President Tom Jackson, Jr. serves as Chair of the Sustainability and Sustainable Development Committee of the American Association of State College and Universities (AASCU) representing BHSU and South Dakota at the national level.
- BHSU is the only university in South Dakota to join the American College and University President's Climate Commitment.
- BHSU achieved a STARS Silver rating from the Association for the Advancement of Sustainability in Higher Education (AASHE).
- The Hive and Buzz Shack earned the Green Restaurants certification by providing efficient energy and water use, green cleaning, and purchasing local and eco-friendly products.
- BHSU received the International Association of Physical Plant Administrators (APPA) Sustainability Award in 2014.
- BHSU was awarded the Campus Sustainability Achievement Award from the Association for the Advancement of Sustainability in Higher Education (AASHE) in 2017.
- BHSU's Master of Science in Sustainability program is the only fully online sustainability program in the western part of the U.S., graduating its first class of sustainability professionals in 2015.
- BHSU is recognized as a Tree Campus USA by the Arbor Day Foundation.
- The Black Hills Food Hub bridges the gap between local farmers and area cafeterias to provide local healthy food to a large demographic that may not otherwise have access to it. Currently, the BHFH delivers food directly from 25 producers to 14 buyers including Mount Rushmore and Rapid City Regional Hospital.
- Recent LED light upgrades have realized savings of over \$25,000 annually, which is enough energy to power 32 houses each year.
- Sustainability has become an important focus of our long-standing successful undergraduate research program. Students from the life sciences, social sciences, liberal arts, and business work closely with our faculty to scientifically investigate topics related to the Black Hills ecosystem. Those faculty-student collaborations provide an exceptional real-world experience for our students. Faculty and students present their works at regional, national, and international conferences.
- BHSU often invites nationally known speakers based on their expertise in sustainability related topics, as part of our undergraduate research initiative.
- Two BHSU students are currently doing a "Renewal Energy for Campus Facilities Services" project to study and implement biodiesel use on lawn tractors, snow-clearing vehicles, and facilities services transportation. The program would create biofuel on campus from discarded vegetable oil and test its feasibility as an alternative fuel. The students' goals is to reduce the environmental impact of regular grounds maintenance and advance BHSU's zero waste and carbon neutrality goals.

2990

The momentum built in the last few years has compelled BHSU to request funding for the Black Hills State University Sustainability Research Center. It is clear that in this fast-paced field we need to move from a regional to a national leader, recruiting talented faculty and driven students both locally and from afar. The center will employ 12 students each semester preparing them with exceptional experience for careers in any number of fields from environmental stewardship to business to teaching. The mission of the Center will be to activate students to solve local and worldwide problems with economically, environmentally, and socially sustainable solutions by studying sustainable practices and initiatives while congruently providing new sustainable opportunities to the Northern Hills community.

At Black Hills State University, we take sustainability seriously and to mean a place where the social wellbeing of current residents is supported by a resilient economy and a healthy environment. It is part of BHSU's core values. Sustainability is important to BHSU, in part, because of our unique location. Situated in the Black Hills, our landscape draws people from all over the world to experience our environment. Stunning geological formations, a vast network of national forests, national and state parks, national monuments, and remarkable plant and animal species surround our campus. Locals and tourists alike can feel the spirit of the Black Hills. Our campus is the largest university in western South Dakota and serves as an informational hub for the region. We have expertise in the multidisciplinary field of sustainability in our academic programs, related research, facilities operations, and out-of-classroom student engagement. We know that a sustainable Black Hills is our duty. Our strong foundation and expertise acting as a leader in the field puts us in position to grow this work through the creation of a Research Center for Sustainability.

Since hiring a Sustainability Coordinator in 2013, BHSU's sustainability efforts have had a profound effect on the university and the surrounding community. The Sustainability Office has acquired \$275,000 in external grants and stipends since 2014 to launch programs that engage university students in work that supports local businesses and organizations. One such initiative is Spearfish Local, launched in 2014, which works with producers, distributors, purchasers, and consumers of local food to grow the Spearfish economy and build community resilience. The project has engaged undergraduate and graduate students in real-world projects, benefiting the local community. Thirteen students have benefited from paid internship opportunities through the Spearfish Local initiative. Out of Spearfish Local launched the Black Hills Food Hub, a food distribution business focused on bridging the local food distribution gap between area farmers and cafeterias, schools, and hospitals. The Black Hills Food Hub is currently working with 25 local farms and providing produce and meat weekly to 14 cafeterias including Rapid City Regional Hospital, Mt. Rushmore, and the Black Hills Surgical Center.



The campus garden is one of the many sustainability initiatives on campus and in the community



Solar Panels on top of Bordeaux Residence Hall

The Sustainability Office successfully works with diverse groups including: faculty, staff, students, City of Spearfish, Spearfish Chamber of Commerce, local non-profits, scouting programs, area schools and daycares, and a plethora of local businesses.

The proposed BHSU Sustainability Research Center will house five university staff working on research, student engagement, and community outreach. Staff will include a Director, Sustainability Research Advisor, Outreach Coordinator, Residence Life Sustainability Coordinator, and Waste Management Coordinator. The Center will provide 12 part-time research and internship positions for undergraduate and graduate students each fall, spring, and summer semester. It will continue the work of Spearfish Local and the Black Hills Food Hub and generate new ideas for our campus and greater community in the realm of healthy living, environmental research and design, and sustainable economies. The Sustainability Research Center will provide a living laboratory across disciplines where students study and participate in the development of sustainable solutions for the university, cities, businesses, and other organizations. This experience coupled with career counseling will prepare students for leadership in meaningful careers after graduation.



BHSU students worked with middle school students on a robotics project at the Sanford Underground Classroom



BHSU student, Liam Porter, researches biodiesel as a renewable energy source



Solar Panels were added this summer on Bordeaux Residence Hall

Outcomes of the Center will be:

- Creation of the Northern Black Hills Recycling Hub to provide recycling services to an area without available outlets
- Expand renewable energy opportunities on the campus and in the Northern Hills by partnering with the National Renewable Energy Lab on new and innovative research
- BHSU will become a zero waste campus by researching different models which may eventually be expanded to the community
- Create a community resiliency plan that will serve the Northern Hills communities during times of natural disasters including blizzards, forest fires, and floods.
- Incubation of new ideas and businesses to serve the needs of the region and build the local economy
- Establishment of graduate research positions for students in the Masters of Science in Sustainability program to research real-world issues affecting the Black Hills
- Creation of a sustainable employer network and sustainable career counseling as a resource for students
- Creation of an annual Black Hills Sustainability Symposium that brings area leaders to campus and increases BHSU student's professional network
- Formation of a joint task force between BHSU and regional leaders focused on the ability to survive disruption and to anticipate, adapt, and flourish in the face of change
- Organize a farmer and rancher coalition focused on reversing the declining population of farmers and ranchers by collaborating on solutions such as innovative technologies and group purchasing
- Creation of a speaker and debate series that will bring attention to local, national, and international issues
- Work with community leaders to increase community health through nutrition and active living
- Increase external grant dollars
- Increase recruitment of new student talent
- Prepare BHSU students for sustainability careers that span all disciplines
- Increase student engagement through the growth of campus events and programs
- Increase participation from all campus constituents on sustainability initiatives and practices through education and awareness

The Sustainability Research Center's impact will be wide reaching by teaching critical tools to BHSU students who will become teachers, scientists, entrepreneurs, artists, writers, and more. Through the Sustainability Research Center, BHSU will lead in this innovative field. The Center will indefinitely expand the work of Black Hills State University and South Dakota in creating a socially, economically, and environmentally sustainable world.

2993

University College

The mission of the BHSU University College is to support new students and students who are high-risk academically by providing resources to build a solid foundation for academic success with the ultimate goal of graduation from BHSU.

This initiative addresses the South Dakota Board of Regents' first goal in its strategic plan - Student Success. The Black Hills State University - University College will help the Regental system grow degree production through enhanced and intrusive academic advising to include career guidance, improved retention and an increased graduation rate. The program will be modeled after intrusive advising and retentions programs commonly found in major Division I athletic programs that are successful at retaining and graduating students. Currently, Northern State University and South Dakota State University have university colleges in place to oversee many of their campuses retention programs and services.

The BHSU University College will support all students on campus, with greater focus on those students who are high-risk academically. The concept of a university college places its emphasis on the first-year and second-year students, particularly orientation, structured and intrusive advising and course selection, and seminars, as well as undeclared students (students who have not yet selected an academic program of study).

This proposal calls for a new and robust approach to address the needs of those students most at-risk for attrition, yet at-promise for academic success given the appropriate interventions and supports. Current literature in many areas of higher education discuss the positive impact that academic advising programs have when focused on specific segments of student populations. The NCAA is one of many entities that touts the academic success of athletes who participate in intentional and very structured advising, such as outlined in this proposal. These effects are very personnel intensive, but they work. This request is intended to design and develop a model program that could be used by other Regental universities. BHSU will use this approach to dramatically improve advising and retention of first and second-year students.



Dr. Charles Lamb assists students in a biology class



BHSU student, Delorise Davis, serves as a student teacher before earning her teaching degree

It is estimated that college graduates have double the earning power in their careers over those who do not attend college or those who start college and do not finish. In addition, those who attend college, but do not graduate, have generally incurred student loan debt that is more difficult to repay, due to lower paying employment, usually minimum wage. For the State of South Dakota, the average loss of wages and contributions to state and federal taxes is just over \$26,000 per year, for those who start college but do not graduate.

The first-year cohort retention goal in BHSU's Enrollment Management Plan is to reach 75% by 2021. Applied to BHSU, this means an overall 8% increase, retaining an additional 75 students each academic year.

BHSU will create a University College that is administratively housed alongside other administrative units. The college will be led by an Executive Director/Dean with the autonomy to deliberately address student needs. The proposal is for six professional staff (advisors) that will provide varied support services – with each assigned to retention activities in one or more of the following areas: academic and peer advising and retention; career advising and college/school liaison; first and second-year seminar instruction; transfer students; Starfish or early alerts; and tutoring and mentoring. There will be one program assistant, one secretary and work study students who will serve as office support staff. Three professional advisors will provide academic and career advising for students during their freshman and sophomore years of school. When a major is identified, students will be assigned either a faculty member or the recruitment and retention specialist in each College.

There will be three professional staff (Recruitment and Retentions Specialists) within each academic college. Each of the professional staff will provide direct academic advising and retention services. Each professional staff will also be assigned to retention activities, similar to the NCAA, including Freshman Seminar, intensive academic advising, mentoring, tutoring, periodic grade checks throughout the semester, mandatory study sessions and career advising sessions.

Students will register for a freshman seminar with the focus on adjusting to college, selecting a major and career horizons emphasis (exploration of careers through shadowing, summer employment, and internships, etc.). Students will meet with their academic advisor frequently (4-8 times) throughout the semester to assess academic progress, discuss registration for subsequent semesters, assess financial status, and review graduation requirements. Peer advisors, mentors and tutors will be available evenings and weekends to provide support for students with study sessions, test preparation and referrals to existing math and writing centers. The staff will oversee and coordinate campus-wide registration and retention activities at the opening of each academic year beginning with prospective student events, structured new student registration, fall orientation and intentional retention events throughout the year.



FY20 Priority Detail Informal Budget Hearing

Base Funding								
				Contractual		Capital		
Description	Salaries	Benefits	Travel	Services	Supplies	Assets	Total	FTE
University College	\$335,000	\$151,050	\$18,000	\$202,503	\$9,500	\$10,000	\$726,053	12.0
Center for Sustainability	\$455,200	\$119,016	\$25,000	\$40,000	\$20,000	\$15,000	\$674,216	7.0
Total	\$790,200	\$270,066	\$43,000	\$242,503	\$29,500	\$25,000	\$1,400,269	19.0
Total Base Funding Request	\$790,200	\$270,066	\$43,000	\$242,503	\$29,500	\$25,000	\$1,400,269	19.0
One-Time Funding								
				Contractual		Capital		
Description	Salaries	Benefits	Travel	Services	Supplies	Assets	Total	FTE 0.0
Total One-Time Funding Request	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.0

2996

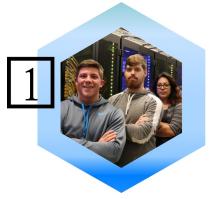
Faculty

Recruitment



2997

ATTACHMENT I



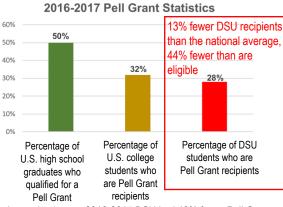
Dakota's Promise

DSU's surging enrollment reflects an understanding that tech professionals are in demand and the jobs are good – good working conditions, high salaries, and stable employment. However, unless grant and scholarship funding are increased – significantly – for all of the state's high school graduates, this trend will not be sustained. DSU is in strong support of the Dakota's Promise program.

Three factors are especially indicative at DSU of the increasing need for additional funding for students to complete a college degree:

- 1. dropping Pell grant recipient numbers;
- 2. the number of students qualifying for subsidized loans compared to the number receiving the South Dakota needs-based scholarship; and
- 3. the increasing number of first-generation students.

1. Declining Pell Grant Recipients



In academic year 2016-2017 DSU had 13% fewer Pell Grant recipients than the U.S. average, and 44% fewer than those who were eligible.

2. Insufficient Needs-Based Monies for Qualified Students



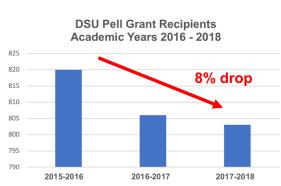


In academic year 2015-2016 758 DSU students qualified for federal subsidized loans, demonstrating financial need. However, there were only South Dakota Needs-Based Scholarship monies available for 21, or only 3%, of those 758 qualified students.

2998

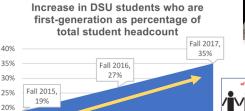






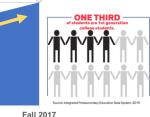
DSU's percentage of Pell grant recipient students (as a percentage of the entire student headcount) has dropped 8% in the last two years, and we expect that trend to continue.

3. Increasing Numbers of First-Generation Students



46% increase

Fall 2016



In just two years, the percentage of DSU's students who are first-generation has increased from 19% of student headcount to 35%, a 46% in-crease. Fall 2017 one third of U.S. college students were first-generation. Nationally, 24% of first-generation students are low-income.



15%

10%

5%

0% Fall 2015





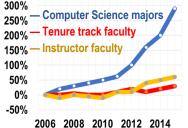




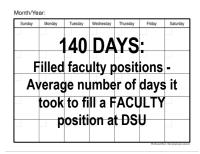


The number of Computer Science majors is skyrocketing but faculty hiring lags far behind

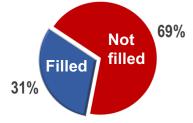
Growth rates for CS majors & faculty



Computing Research Association, Generation CS, February 2017



DSU Faculty Positions Posted in the Last Year





Faculty Recruitment and Retention: Doctoral Student Engagement

The Request

Dakota State is by mission a tech-centric STEM school. As such, DSU is facing tremendous threat to fulfilling the institution's purpose because of the increasing challenges of recruiting and retaining tech-skilled faculty. Tech savvy faculty, especially those in computer and cyber sciences, are few in number and have multiple lucrative job options outside higher education.

DSU is proposing a program to enhance its engagement of up-and-coming and newly minted Ph.D's in order to increase the visibility and reputation of the university with this population, with the end goal of recruiting them as DSU faculty.

We are submitting a base budget request of \$166,740 and 2.0 FTE to expand our soon-to-launch post doc program from two post-docs to four, and to sponsor a conference program for doctoral students from around the country to have opportunities to present their research, engage with other doctoral students in their fields, and become more familiar with DSU's unique and robust tech-centric programs.

THE NEED

Around the country, universities are facing a significant supply-and-demand challenge in hiring new faculty, especially in any of the cyber sciences (computer science, networking, cybersecurity, etc). The number of students interested in cyber sciences degree programs continues to rise, but the faculty numbers are not keeping pace. A few interesting statistics:

- Only 2 percent of all degrees conferred in the cyber sciences are doctorates, and mathematics and computer science continue to have the fewest doctorates awarded of any discipline
- Only 18% of all PhDs are taking teaching positions in higher education
- 80% of these PhDs (of the 18% who take a faculty position) do so at research-intensive institutions
- With a **doctoral degree** in any of the **cyber sciences** an individual can on average earn up to **five times more in an industry job** than they can as a university professor
- In 2015 there were only 320 new PhDs available to fill faculty slots in the 1,577 colleges or universities that offer cyber sciences degrees
- Computing Research News found that almost 20% of all college and university cyber science faculty searches in 2017 failed entirely. Survey respondents at 155 institutions reported looking for 323 tenuretrack positions and filling just 241
- In the last year, DSU has had 16 faculty positions posted. 11 are still unfilled, along with 6 adjunct positions
- On average, DSU receives 14.4 applications per faculty position posting
- · Salary continues to be the primary reason faculty offered positions at DSU do not take the job

THE PLAN

Dakota State continues to take a multi-pronged approach to this vulnerability. We are already in process starting a post-doc program and there would be great value in expanding that group. We need a community of doctoral students and post docs for our MadLabs research programs to launch. We also hope that the opportunity for these students to receive the teaching experience and mentoring they need will help jumpstart their careers, at the same time gaining them in-depth knowledge of DSU and Madison, hopefully leading to their choosing to stay at the university and in the state.

We also propose to hold an annual national conference in the Beacom Institute for doctoral students to come to DSU to make presentations, participate in colloquia, engage with others in their field, and become more familiar with the university and the MadLabs. It is our hope that the relationships and familiarity we can establish through these events will strengthen our new faculty recruitment efforts.





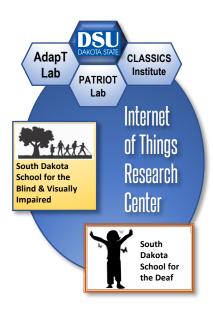


ATTACHMENT I



"With a \$279 billion cumulative market opportunity be-ween 2016 and 2020, a dynamic marketplace up for disruption, and a responsibility as a society to make life easier for those who deliver care, caregiving is a frontier technology entrepreneurs and investors can't afford to ignore."

AARP Caregiving Innovations Frontiers



Research Center: Internet of Things Accessibility Collaboration with Special Schools

The Request

The Internet of Things (IoT) — the billions of physical devices now connected to the Internet, collecting and sharing data — is giving rise to tremendous possibilities, as well as tremendous concerns. **DSU**, in collaboration with the regental special schools, the **South Dakota School for the Blind and Visually Impaired** and the **South Dakota School for the Deaf**, is proposing a Research Center to create a use case to explore both sides – the opportunities and the threats. We are submitting a one-time budget request of \$410,184 to be spent over two years to launch this endeavor.

The Participants

MadLabs: Three of DSU's Madison Cyber Labs – the MadLabs – research clusters are especially focused on the IoT:

- The AdapT Lab concentrates on developing and integrating technology solutions, using Internet of Things components, to improve physical and digital accessibility for all, most especially those with disabilities and the caregivers who support them.
- The PATRIOT lab is targeting the development of essential components to remediate security and privacy risks in the deployment of IoT systems.
- The CLASSICS Institute addresses ethics and privacy issues generated by the cyber revolution.

Special Schools: The regental special schools provide a unique population of skilled professional educators working to increase the skills and independence of those with disabilities, as well as those with disabilities themselves. Both the educators and those with disabilities are in a strategic position to guide the development of an IoT system from the authentic understanding of those who will use and benefit from such technology innovations and applications.

Public and Private Partners: Each of the above collaborators have existing and growing relationships with various public and private partners which can be tapped for guidance and some resources (e.g., equipment or software) to further leverage the State's investment. A key partner in this endeavor for the AdapT Lab is Valiant Living of Madison.

The Plan

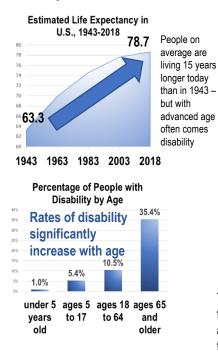
Bringing together these groups creates a tremendous collaboration with which to responsibly and effectively:

- 1. identify some of the key questions of physical and digital accessibility for all through identifying them for populations with disabilities (AdapT Lab and special schools),
- 2. design a trial IoT-based system to address a subset of those questions, e.g. dealing with safety monitoring or remote communications (AdapT Lab and special schools),
- 3. build into that system, from the ground up, the technological infrastructure for the critical protections of security and privacy (PATRIOT Lab),
- 4. facilitate consideration of the ethics and policy issues raised by the physical/digital connections created by the deployment of IoT systems (the CLASSICS Institute), and
- 5. test the system, throughout development, in real-world environments for functionality, usability, robustness, and user impact and integrity. (AdapT Lab, PATRIOT Lab, special schools, CLASSICS Institute, and other public and private partners)
- move the system into commercial environments to create new businesses and jobs to make the system available to those for whom it can be transformative and life changing. (AdapT Lab and other public and private partners).



Research Center: Internet of Things Accessibility Collaboration with Special Schools - page 2

"Disability is part of the human condition. Almost everyone will be temporarily or permanently impaired at some point in life, and those who survive to old age will experience increasing difficulties in functioning....this issue will become more acute as the demographics of societies change and more people live to an old age." World Health Organization



Caregiver Gap (in millions) 200 177 million 180 Those who need care 160 140 Too few caregivers 120 100 45 80 million 5 40 million 20 Americans with Forecasted Forecasted number of disabilities number of expected to available available paid need care by caregivers caregviers 2020 unpaid (family, friends)

AARP Call to Action: There are not enough caregivers for those who need care – we need technology to bridge the gap.



The number of those with disabilities is increasing

The population of those requiring improved accessibility technology – and those who care for them – is growing. Advances in medicine have increased population survival rates from birth to old age. However, while morbidity has dropped significantly for many conditions that once often resulted in death, survival often comes with the price of significant disabilities. For example:

- CHILD DISABILITY IS INCREASING: while improved prenatal and neonatal care have lowered the number of infant deaths, at the same time the proportion of children reported to have major limitations in their activities related to play and school has gone from fewer than 2 percent to close to 7 percent.
- SPINAL CORD INJURIES ARE INCREASING: Active lifestyles for more years of life, with increased use of various types of recreational vehicles, has also increased the number of individuals living with spinal cord injuries so severe as to impact their ability to care for themselves. According to a 2013 study funded by the Christopher and Dana Reed Foundation, in the U.S. 1 in 50 people more than 5 million people are living with paralysis of at least two limbs.
 - LIFE EXPECTANCY IS INCREASING : The number of Americans aged 65 and older is projected to more than double from 46 million today to over 98 million by 2060, and the 65-andolder age group's share of the total population will rise to nearly 24 percent from 15 percent. Disabilities of sight, hearing, mobility, strength, and cognition, while initially only episodic, increase in incidence and permanence with advancing age. For example, NIH reports that while in 2018 there are approximately 5 million people with Alzheimer's Disease, that number is expected to increase to nearly 14 million by 2050.

The number of available caregivers is shrinking

There has been a precipitous drop in those available, either paid or unpaid, to serve as caregivers for those with disabilities. Smaller families, geographic relocation away from family for education and jobs, more women in the workplace, and, in the U.S., a growing job market, are all shrinking the already small pool of those willing and able to provide support. According to the World Bank, approximately 1 billion people worldwide, about 15% of the world's population, live with a disability, making up the world's largest minority population. According to a recent study sponsored by AARP, by 2020 117 million Americans are expected to need assistance of some kind. However, the forecast is that there will only be about be 45 million unpaid caregivers available (family/friends) and only about 5 million paid caregivers. AARP's call to action is that "we need technology more than ever to bridge the gap." Their report also projects that the caregiving market opportunity will reach \$72.5 billion by 2020, 80% of it out-of-pocket by caregivers and caregiver recipients.

Technology solutions are needed and have a ready market

AARP Frontiers in Caregiving 2017: "As online networks bring people together, platform-based solutions extend business reach, and mobile devices put information, connections, and services at people's fingertips, there's never been a better time to harness innovation toward easing an important job and making a social impact. Companies from established multinationals to startups, mass-market firms to niche players, are recognizing a caregiving market opportunity that's expected to reach \$72 billion in 2020 alone. The cumulative total for 2016-2020 is expected to be \$279 billion, with \$60 billion of this being caregiver out-of--pocket spending. Technology holds great promise for helping to reduce the complexities, stress, and sheer hard work of this important job."



3001







Scholarship Funding

Finding the resources to assist with the cost of higher education becomes more and more challenging each year. Even more challenging is keeping student loan debt at a manageable level. Listed below are some facts and figures to give a sense of the financial aid issues our students face:

- 86% of NSU degree-seeking students receive some form of financial aid.
- Pell awards for 2017-18 were \$2,294,577. Of the 568 recipients, 285 had a \$0 expected family contribution and qualified for the maximum Pell award.
- The largest Pell Grant award for 2018-19 academic year is \$6,095. The basic tuition and fee charges for a student enrolled in 15 credits each semester will be \$8,497. This leaves our highest need students with a funding gap of \$2,402 not including books, room, board and other related educational expenses.
- NSU's annual allocation of the SD Need Based Grant program is a meager \$10,000.
- NSU students lost more than \$700,000 in annual federal funding with the permanent elimination of the Perkins Loan program.
- Approximately 73% of NSU undergraduate students graduate with an average student loan indebtedness of \$26,821.
- NSU students use alternative (private) loans as a last resort. The volume of these loans has been increasing at an alarming rate from \$800,000 in FY'15, to \$1.1 million in FY'18. In the absence of any other forms of gift aid, students are turning to this type of resource to fill their financial gap.
- NSU is committed to providing as much scholarship funding as possible. Because of the gifts made by generous NSU supporters, over \$2.2 million in academic, athletic, and fine arts scholarships were disbursed last year.

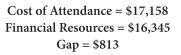
The 2018-19 cost of attendance at NSU for a student eligible for resident tuition is \$17,158. Costs include:

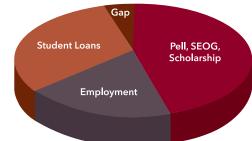
Tuition	\$7,299
Fees	1,198
Room	3,706
Meal Plan	3,755
Books/Supplies	1,200
	\$17,158

An award package for the neediest (0 expected family contribution) SD freshman dependent student with a 21 ACT includes:

	\$16,345
WolfPACT Scholarship	750
Unsubsidized Direct Loan	2,000
Direct Loan	3,500
Workstudy	3,000
SEOG Grant	1,000
Pell Grant	\$6,095

Even for our students who are academically prepared (ACT score of 21), who are willing to work (\$3000 work-study award), and who are taking a share of the burden in student loans (\$5500 of debt as an 18 year old), there is still a gap in the funding available to cover direct educational costs.





A state funded financial aid program is crucial in the effort to help students fill this gap. Investing state dollars into the education of our university students is an investment in the future of South Dakota.

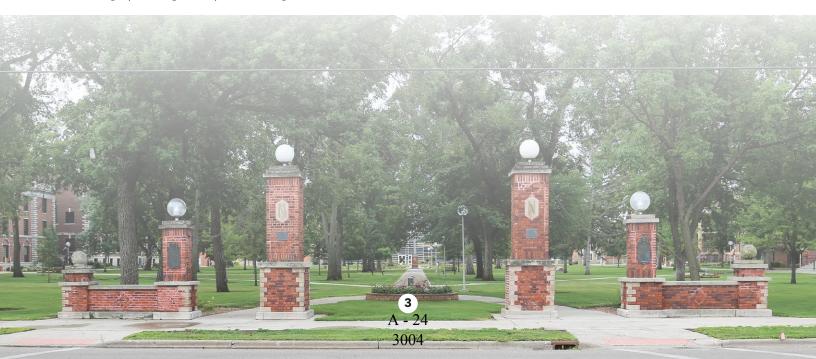
NSU: Salary Competitiveness Salary Enhancement Proposal

Approximately 75% of NSU faculty salaries are below the CUPA median salary for similar institutions. Salaries for faculty and staff at Northern State University have been compressed given that in four of the last ten years state employees received no annual raises through the salary policy process.

Given this situation, employee compensation continues to be an area of concern. NSU competes nationally to fill faculty and administrative positions. In order to attract individuals with the level of qualifications and experience necessary to move educational programs forward through exemplary classroom teaching and strong leadership skills, salary and benefit packages must be highly competitive. Presently, our salaries are not nearly as competitive as they need to be in order to attract the necessary caliber of faculty. Compensation for support staff and administrators is also important in order to attract and retain qualified individuals to provide the services needed to support students, faculty and staff.

The ongoing lack of salary enhancements has caused salary compression, an issue that often times complicates the hiring process. Specifically, salaries for current employees who have been with the university for many years reflect the fact that they have absorbed several years of minimal and no salary increases. In some cases, salaries for current employees are painfully low in comparison to that of outside applicants, making it difficult at times to offer an adequate salary to a potential new employee without adjusting salaries of current employees.

Providing an adequate level of compensation will aid in the retention of our best faculty and staff. Our goal is to move salaries to 100% of the CUPA median. This will not put us at the top of the market but it will certainly provide more attractive and competitive salaries. Based on current data, the cost to increase faculty salaries to this CUPA benchmark is approximately \$750,000. The proposed solution is to create a multi-year plan for salary enhancement in order to advance this salary competitiveness initiative. Concurrently, salaries of employees could be enhanced while also hiring new faculty and staff with more competitive salaries. This salary competitiveness plan could be enacted over 3-5 years, making the annual investment in state university and special schools employees predictable and palatable as a multi-year initiative. To conclude, this salary competitiveness program would be an investment in current and future employees, increasing faculty and staff retention and creating a greater probability of success for individual educational institutions and the Regental system as a whole.



Development of an Undergraduate/Graduate Research Center

Premise: Undergraduate and graduate research continues to be an increased area of focus and development at Northern State University. The objective of this proposal is to seek support to enhance Northern State's student research enterprise in order to better prepare students for advanced studies and career opportunities.

The development of our new Regional Science Education Center (RSEC) serves as a catalyst and prime location for substantial opportunities for student-based research and creative/scholarly activities and research initiatives that align with NSU's unique mission and strategic plan. Proposed support for this initiative includes:

- Support for an undergraduate research coordinator, responsible for communicating and collaborating with faculty and administration to develop and offer creative mechanisms to facilitate undergraduate research on and off campus. (Funding support: \$35,000 salary and benefits, annually .5 FTE)
- Graduate research assistantships to attract new graduate students, enhancing the graduate student experience and assisting in the growth of graduate programs. (Funding support: \$15,000, annually to support two [2] GA's)
- Support for student research projects based on campus or at internship/practicum sites in industry and government. (Funding support: \$10,000 annually, in support of student researchers.)
- Publicity and marketing of student and faculty research activities, including;
- Scholarships awarded to top participants of the student research, scholarship and creativity forum. (Funding support: \$5,000);
- Stipends for faculty mentors. (Funding support: \$5,000, annually);

- Research and travel support for data collection, archival research, and dissemination of research results by student researchers and faculty collaborators/supervisors, as appropriate. (Funding support: \$20,000, annually);
- Education and training for faculty and staff regarding research with human subjects, conflict of interest, and Institutional Review Board committee assignments. (Funding support: \$5,000, annually).
- Expansion of the annual undergraduate research forum to be inclusive of all academic disciplines from each school/college; including the expansion of research forums to include graduate students. (Funding support: \$10,000, annually, to fund a keynote speaker for a Research Day event; increased event costs, including an awards ceremony/banquet)
- Development of research initiatives and proposals that align with STEAM (STEM disciplines + Arts) to reflect the strategic strengths of the faculty expertise and program offerings at NSU. (Strategic initiative, unique funding support not requested)
- Continuation and expansion of submissions to the annual Pierre poster session. (Funding support: \$1,000, travel support, annually)
- Equipment costs for laboratory equipment, software costs, and data storage: (Funding support: \$40,000, one-time funding)
- Creation of a physical location (center) for all research activities across the NSU campus. (Funding support: Matching funds for FFE, up to \$10,000, as a one-time cost)

Total funds requested:

- Annually: \$106,000
- One-time: \$50,000

3005

Development of an Undergraduate/Graduate Research Center, continued...

Summary: The objective of this proposal is to serve as a catalyst to enhance student research at Northern State University, an initiative that will assist students in their preparation for research-based advanced studies and careers. As Northern expands our curriculum to include more research-based curricula and graduate programs of study, support for research and scholarly activities will become more pertinent.

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Research Center	\$43,000	\$14,000	\$15,000	\$32,000	\$2,000		\$106,000	0.5
Total Base Funding Request	\$43,000	\$14,000	\$15,000	\$32,000	\$2,000	\$0	\$106,000	0.5

One-Time Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Research Center						\$50,000	\$50,000	
Total One-Time Funding Request	\$0	\$0	\$0	\$0	\$0	\$50,000	\$50,000	0.0



American Indian Circle Program

In the spring of 2015, NSU created the American Indian Academic Advisor (AIAA) position as part of NSU's new academic advising program funded with federal Title III funds. There were many unmet needs determined while fulfilling this positon and the AIAA dedicated not only time to the current appointment of academic advising but also to support a variety of roles within the program and on campus to meet student and Native American community needs. Through NSU's commitment to this position, the American Indian Circle Program was established as a means to formally address student success and provide culturally appropriate outreach to our Native

American communities. Because of these aspects, the Circle Program has formally implemented our fall Cangleska Waste' (Good Circle) five day pre-orientation program; peer mentoring; individualized academic advising; higher education/scholarship workshops; high school outreach; faculty assistance in the classroom related to diversity and cultural competencies; and American Indian advocacy.

The goals for this program are centered not only on the needs of NSU's American Indian students, but also on the needs of the schools and communities from which these students come.

Program goals:

- Create a holistic model for students that serves to imitate the family-centered orientation of tribal life.
- Provide student-centered planning and experiences that helps students cultivate a strong cultural identity while learning to navigate college life.
- Work with faculty and staff to build a sense of community that contributes to the personal growth and academic success of NSU's American Indian students.
- Establish and build relationships with new schools and collaborate with our local Native American schools and communities to support ongoing initiatives. This is important for all schools but especially the most rural schools.
- Help students and communities understand the true value of a college education and help them envision the process of succeeding in high school and then earning a college degree.

In order to meet these ambitious goals, NSU is requesting funds to continue building this innovative program that we feel provides a unique approach to helping American Indian students prepare for and succeed in college. We have identified four main areas of need:

- High-school and community outreach.
- Focused, in-person recruiting designed especially to meet the needs of Native American communities.
- A collaborative leadership mentoring program that aims to increase participants' success in high school and strengthen post-secondary preparedness.

3007

• Increased academic advising capacity.

Lehánl Wičhíčhağapi (The Prospering Ones) Initiative

A key component of the Circle Program's community outreach efforts is Lehánl Wičhíčhağapi (The Prospering Ones), an innovative college to high school mentoring initiative. Research indicates the many barriers that hinder Native American students from completing undergraduate degrees can be offset by high school programs that provide support and bridge integration into the college environment. Formal mentoring programs have provided significant increases in enrollment and retention of these students, as well as increasing their overall satisfaction with their educational experience. The Lehánl Wičhíčhağapi initiative focuses on cultural significance and promoting "connectedness" among grades 9-12 Native American students, families, and communities. The emphasis on adult and peer mentoring, a supportive school environment, and belonging to a positive peer group will enhance students' commitment to education, college preparedness, career development, and fulfillment of the students' social and personal growth. In order to achieve these objectives, funding is requested to support one FTE as well as student peer mentors.

The Lehánl Wičhíčhağapi Program aims to increase participants' success in high school and strengthen post-secondary preparedness through:

- Encouraging and helping participants to persevere academically,
- Preparing emotionally for college,
- Encouraging participants to become leaders and respected role models,
- Affirming participants' strength in their cultural identity.

By developing relationships with Native American students and staff in the target schools and communities, the Leháŋl Wičhíčhağapi Program is designed to increase the number of Native American students graduating high school and enrolling in post-secondary education by:

- Increasing the student's academic performance and preparation for post-secondary education.
- Increasing the overall educational expectations of the participants and their families.
- Increasing participant and their family's knowledge of post-secondary education options and financing.

The program's services cover three main areas:

- Peer mentoring
 - Social/emotional support
 - Leading individual/group activities
 - Achieving academic goals
 - Volunteer and community service projects
- Tutoring
 - Coordinate with existing tutoring program in the high school
- Workshops:
 - Financial literacy
 - Post-secondary financial aid
 - Leadership

7 A - 28 3008

- Standardized test preparation
- Cultural identity

As a whole, this funding for NSU's Native American Circle Program will greatly increase NSU's ability to recruit, support, and graduate Native American students from around the state. It will also provide NSU with the means to reach out and connect with targeted Native American schools and communities in South Dakota, helping them support their students through high school and prepare them for college life.

Circle Program

In order to enable the current Director of the Circle Program/American Indian Academic Advisor to be able to fully support on campus initiatives and continue to build relationships with tribal communities across the state, funding is requested for one new FTE. This individual would be involved in both recruiting and advising Native American Students, working closely with NSU Admissions staff to provide a specialized recruiting process for American Indian students across the state and also providing the academic guidance needed to help a student successfully complete their chosen course of study.

In partnership with faculty, staff, and students in the School of Education, and University College staff, the Circle Program will work with targeted communities to provide help in the schools through academic and financial aid workshops, test preparation, tutoring, mentoring, and other areas of need identified, all delivered on-site.

Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
American Indian Circle Program	\$87,000	\$28,000	\$1,000	\$600	\$8,400	\$3,000	\$128,000	2.0
Total Base Funding Request	\$87,000	\$28,000	\$1,000	\$600	\$8,400	\$3,000	\$128,000	2.0



Base Funding

Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Research Center	\$43,000	\$14,000	\$15,000	\$32,000	\$2,000		\$106,000	0.5
American Indian Circle Program	\$87,000	\$28,000	\$1,000	\$600	\$8,400	\$3,000	\$128,000	2.0
Total Base Funding Request	\$130,000	\$42,000	\$16,000	\$32,600	\$10,400	\$3,000	\$234,000	2.5

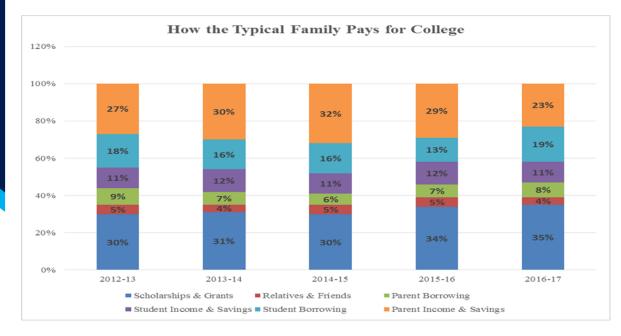
Description	Salaries	Benefits	Travel	Contractual Services	Supplies	Capital Assets	Total	FTE
Research Center						\$50,000	\$50,000	
Total One-Time	A M Second							
Funding Request	\$0	\$0	\$0	\$0	\$0	\$50,000	\$50,000	0.0

FY20 INFORMAL BUDGET HEARINGS

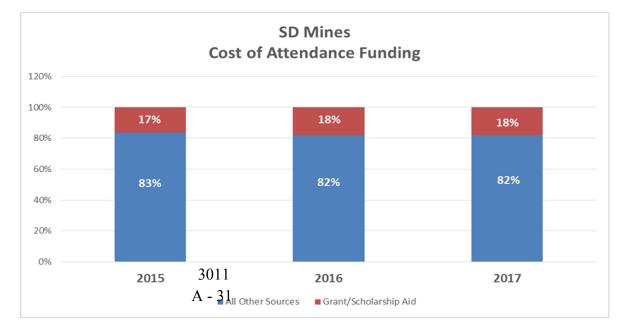
DAKOTA'S PROMISE SCHOLARSHIP

The goal is to create a comprehensive state financial aid program that will close the gap between existing financial aid and family support to meet the cost of attendance for South Dakota's students.

In its recent report, "How American Pays for College 2017," Sallie Mae stated that the typical family received \$8,390 in scholarships and grants – enough to cover 35% of their college costs.



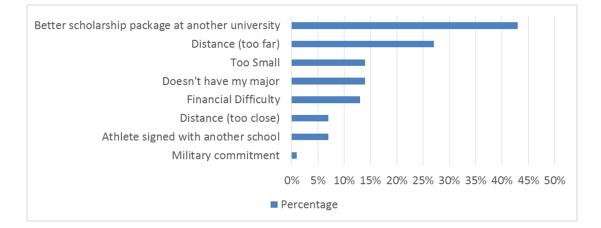
At SD Mines, the average student only received enough scholarship and grant funding to cover 18% of their college costs.





ATTACHMENT I DAKOTA'S PROMISE SCHOLARSHIP

Over 50% of students that have been accepted to SD Mines choosing not to attend cite scholarships and financial difficulty as the main reason.



SD Mines continues to see students choose other schools because the gap between cost of attendance and available financial aid (grants, scholarships, and loans) is too much for them to overcome on their own. From 2011-2012 to 2015-206, SD Mines saw the percentage of enrolled Pell eligible students drop by 5%.

Dakota's Promise is a pathway to a more educated South Dakota, by ensuring that any South Dakotan aspiring to attain a postsecondary education can do so.

SCHOOL OF MINES & TECHNOLOGY

SOUTH DAKOTA

SOUTH DAKOTA

SALARY COMPETITIVENESS

SD Mines is requesting support for General Fund appropriations to fund a 4% - 5% salary policy for faculty and staff, along with appropriate benefits.

The increase in salary policy would assist SD Mines in preserving its qualified workforce. Maintaining skilled personnel during periods of no salary policy and the resulting salary compression as a result of new hires continues to be a challenge for SD Mines.

Since FY16, SD Mines has seen a turnover of nearly 1/3 of its total FTE.

FY	Number of Departures	Leave Payout
16	52	\$ 327,000.00
17	50	\$ 420,000.00
18	83	\$ 421,000.00

Not all turnover is a result of salary policy issues, but departing employees almost always rate pay as "no advantage" during their exit surveys.

More than 30% of the SD Mines tenured/tenure-track faculty are 80% or below their current market value and 20% of our NFE professional staff are 80% or below their current market value. Those numbers continue to grow because the average increase in market value is greater than salary policy increases.

ATTACHMENT I

SOUTH DAKOTA ADVANCED MATERIALS AND MANUFACTURING INSTITUTE (SDMI)

\$581,000 Base Funding

EXECUTIVE SUMMARY

In order to prepare South Dakota for the high tech economy of the future and to diversify the state's economic base, we propose the establishment of a nationallyrecognized materials and manufacturing institute, headquartered at the South Dakota School of Mines and Technology (SD Mines). The institute will build on the research successes of the past fifteen years and become a powerful engine for economic development in South Dakota. SD Mines research has been the core nucleating factor for numerous small business startups in Rapid City, SD. The economic impact of advanced materials and manufacturing research and development conducted at SD Mines continues to grow and exceeded \$15M in 2016, with the creation and sustainment of more than 100 high paying local jobs. In order to continue this trend and to accelerate economic development, it is essential to establish a focused and coordinated materials and manufacturing institute in South Dakota, headquartered at SD Mines. The request for FY20 is base funding of \$581,000 for rental of additional research space, seven additional graduate students (including necessary tuition remission), an institute director, an administrative assistant, and a machinist.

BACKGROUND

Over the past few decades, manufacturing has evolved from a labor-intensive set of mechanical processes (traditional manufacturing) to a sophisticated set of information-technology-based processes (advanced manufacturing). Advanced manufacturing is driven by science and engineering activities that migrate from university, government, or industrial laboratories through close collaboration, licensing, or start-ups to factory floors.

Research success in advanced materials and manufacturing over the past 15 years at SD Mines has been significant. The conducted research has resulted in a significant increase in economic activity in the materials and manufacturing area connected with SD Mines. In the past 3 years alone, SD Mines has licensed 8 patented technologies to industry and has submitted over 30 new patent applications. In the past 4 years, 9 companies in the materials and manufacturing area have launched out of the University.

SD Mines has grown its engagement with entrepreneurs through an Entrepreneurin-Residence program that currently has 26 participants. Several of these entrepreneurs have become CEOs of start-ups involving SD Mines technologies. In the last four years, SD Mines start-ups have won first place in the Governor's Giant Vision Competition three times and came in second once. SD Mines students have also had great success, winning first place in the student division for the last two years. 3014



SOUTH DAKOTA ADVANCED MATERIALS AND MANUFACTURING INSTITUTE (SDMI)

BACKGROUND CONTINUED

South Dakota has over twelve hundred manufacturers and the state is wellpositioned to take advantage of the economic opportunities in advanced manufacturing to support current and future SD companies. Over the past 15 years, SD Mines has made enormous progress in developing capabilities in R&D and characterization of advanced materials and composites, additive manufacturing, materials processing technologies, and robotics. A number of new centers have been funded by the State and established at SD Mines:

- Composite and Nanocomposite Advanced Manufacturing (CNAM);
- Advanced Manufacturing Process Technology Transition and Training (AMPTECH);
- Repair, Refurbish, and Return to Service Applied Research Center (R3S);
- Security Printing and Anti-Counterfeiting Technology (SPACT);
- Center for Friction Stir Processing (CFSP);
- Biochemical Spatiotemporal NeTwork Resource (BioSNTR);
- Surface Engineering Research Center (SERC); and
- Recently awarded, Center for Bio-Composites.

Numerous multi-million dollar grants and contracts have been awarded by the State, Department of Defense, National Science Foundation, Department of Energy, National Aeronautics and Space Administration, and industry to support materials and manufacturing research and development at the university, to create intellectual property, and to transition new technologies to industry partners. Several successful high-tech companies were established by graduates or employees from SD Mines, such as:

- RPM & Associates;
- VRC Metal Systems; Nanopareil, LLC;
- Innovative Materials and Processes, LLC;
- HF Webster;
- Flexible Robotic Environment, LLC;
- CALXAQUA, LLC;
- Black Hills Manufacturing Services;
- DarCEO;
- Nanocoatings, Inc.; and
- Endlas, LLC.

These companies provide opportunities for graduates from SD Mines to find hightech jobs with high salaries in the Black Hills area. As a result of the reputation of SD Mines, Caterpillar opened a design center in Rapid City, which currently employees over ninety engineers and technicians. In addition, the centers located at SD Mines have attracted numerous global multi-million dollars companies, such as: Kaneka; Johns Manville; Mitsubishi; Continental Structural Plastics; PolyOne Corp.; SGL Group; Teijin Co.; Stratasys; Steelcase; MOOG; United Technologies; Lockheed Martin; Nordson-XaJoy; Boeing; American Axle; and Daktronics.



SOUTH DAKOTA ADVANCED MATERIALS AND MANUFACTURING INSTITUTE (SDMI)

BACKGROUND CONTINUED

In order to further stimulate economic development by enabling the creation of new high-tech companies and creation of a large number of high-paying jobs in the state, especially in the Black Hills area, there is a need for the formation of integrated R&D facilities. The proposed South Dakota Advanced Materials and Manufacturing Institute (SDMI) would serve as the catalyst and technology enabler for local, state and national manufacturing companies. By increasing ties to industry, we plan to assist our partners in enhancing their competitiveness, and bring industrial practices here, to prepare students for employment and even establishing their own firms. The Institute will consist of the following facilities:

- Composite and Polymer Engineering;
- Advanced Materials Processing;
- Additive Manufacturing;
- Direct Write;
- 3-D Printing;
- Surface Engineering;
- Corrosion Prevention;
- Energetic Materials;
- Robotics and Automation;
- Organization of Manufacturing Processes;
- Computational Mechanics and Modeling;
- Characterization and Testing; and
- Specialized Machine and Electrical Shops.

While all of this research and economic activity associated with manufacturing and materials bodes well, *the most significant barrier to continued research growth is lack of space*. Mines has accommodated research growth in advanced materials and manufacturing research through use of very low-quality, surplus space owned by the School of Mines Foundation, by leasing space, and by overcrowding research equipment. *In our nationally recognized composites research facility, we have stopped accepting any research awards that require more equipment space, even if the equipment is donated.* SD Mines can only continue to expand research in this high value area with sufficient and appropriate space to do the work.

SD Mines proposes that a South Dakota Institute for Advanced Materials and Manufacturing be established at the School of Mines to support and expand national caliber research and economic development associated with advanced materials and manufacturing. The initial plan is to rent additional space to accommodate the significant growth in this area and add the necessary staffing via an Institute Director, machinist, more graduate research students, and administrative support.

3016



SOUTH DAKOTA ADVANCED MATERIALS AND MANUFACTURING INSTITUTE (SDMI)

BACKGROUND CONTINUED

Governor's Research Centers, combined with numerous multi-million dollar federal grants and contracts from the Department of Defense, the National Science Foundation, the Department of Energy, NASA, and industry have developed an impressive core of facilities and capabilities that are having an economic impact in South Dakota. We propose to consolidate the operations and capabilities of these laboratories, currently scattered on and off the Mines campus, and create room for research expansion.

<u>Phase Two of this project would involve the construction of a new, state of the art</u> <u>research facility.</u> The estimated required capital investment needed to build the Institute's facility, meeting all Export Control/ITAR/industrial-security requirements, is \$20M for a research building between 40,000 and 50,000 square feet. The additional operating costs are estimated to be \$750k per year when fully operational (in addition to the operating costs identified in this request). The operating costs include labor cost for additional technicians, an office of development and entrepreneurship, and utilities/basic building maintenance.

The goals for success and expected return include:

- Assistance to 1,200 materials and manufacturing companies in South Dakota.
- Creation of 250 new jobs by 2025, which will contribute to the Tech 1K Rapid City initiative to add 1000 high-tech jobs in Rapid City;
- Doubling the current expenditure of existing R&D centers and materials-related projects to more than \$15M per year;
- Doubling the current enrollment of graduate students in PhD programs related to materials and manufacturing;
- Creation of at least five new start-up companies in the first 5 years of operation; and
- Local business growth due to the Institute's activities.



SOUTH DAKOTA
SCHOOL OF MINES
& TECHNOLOGY

BUDGET DETAILS

DATES	TASK	ESTIMATED COST
FY20 and beyond	 Operation and maintenance: Rent and utilities for additional space Mechanical technician Institute director Administrative assistant Graduate students (7 PhD candidates) Tuition remission for graduate students 	\$50,000 \$77,000 \$180,000 \$43,000 \$175,000 \$56,000

ATTACHMENT I

MINERAL AND ENERGY INDUSTRIES CENTER OF EXCELLENCE

\$25M One-Time Funding OR \$1.25M Annual Debt Service

BACKGROUND

South Dakota School of Mines and Technology (SD Mines) is one of only five US universities offering ABET-accredited undergraduate majors in geology and geological engineering, mining engineering, and metallurgical engineering. All of these SD Mines majors are strong and growing programs, with enrollments in each department exceeding 100 undergraduate students. Graduate programs in these disciplines include Master of Science (M.S.) degrees in mining engineering and management, materials engineering and science, and geology and geological engineering, as well as Ph.D. programs in materials engineering and science and in geology and geological engineering. Demand for SD Mines Mineral and Energy Industries (MI) graduates is high, with placement rates typically at or near 100% for the last several years.

The three MI departments at SD Mines [Geology and Geological Engineering (GGE), Mining Engineering and Management (MEM), and Materials and Metallurgical Engineering (MET)] have long recognized their interdependence in teaching and research. The close physical proximity of the MI departments has encouraged collaborative educational and research projects over the last 50 years. The MI facility, however, has never had a major renovation, and the current 1960sera layout of classrooms, laboratories, student work areas, and offices is "functionally obsolete," dampening efforts to provide science and engineering education of the highest possible quality while advancing knowledge through research. The HVAC system has only been updated on one floor of one wing and thus does not provide even basic temperature control. Additionally, the building needs improved ventilation for safe working with the materials for these disciplines.

LOOKING INTO THE FUTURE

The MI programs at SD Mines aspire to attract and educate an increasing share of the world's top students and to recruit and retain exceptional faculty. The vision for the MI renovation is to create a facility with different functions clustered to encourage multi-disciplinary interactions, develop well-equipped classrooms and other learning spaces, and provide flexible laboratory spaces where students and faculty can gather for team-based learning and research/design work. This transformation contributes to SD Mines' strategic vision to be recognized as an exceptional science and engineering university by building

3019

ATTACHMENT I

MINERAL AND ENERGY INDUSTRIES CENTER OF EXCELLENCE

LOOKING INTO THE FUTURE CONTINUED

on current successes and allowing the MI departments to enhance the quality not only of their respective programs, but also as a collective group, to grow adaptively, and facilitate collaboration and innovation.

In transforming the MI facility, floors will be organized by function (1st floor: laboratories; 2nd floor: undergraduate teaching and student work spaces; 3rd floor: graduate teaching with additional laboratories and student work spaces) rather than by discipline. Laboratories will be aligned to mimic the "flow" of the industry (geology \rightarrow characterization \rightarrow rock mechanics \rightarrow crushing \rightarrow hydrometallurgy). Clustering space use by function, carving out space for open student work areas, and connecting laboratories, will further encourage interdisciplinary education and research.

The building must be updated to provide a safe and functional atmosphere to continue to allow these undergraduate majors to grow.

<u>THE NEED</u>

SD Mines is requesting financial support to advance its MI programs. This funding will support a phased renovation of the 1962-era Mineral Industries Building currently shared by the three departments, thereby transforming the facility into a state-of-the-art center for mining, minerals, and energy-related education, design, and research. This \$25 million renovation, tentatively slated to begin construction in 2020, will be a space designed to enhance educational experiences, engineering design, and research collaborations among the MI departments, and with partners from industry and other academic institutions. Transforming the facility will strengthen experiential learning; attract diverse, high quality student and faculty; and allow SD Mines to better serve the industry well into the twenty-first century.

The estimated required capital investment from the State to help fund the renovation of the 1964 Minerals Industries building and to support the continued growth of the programs that set the University apart from other Science and Engineering Universities is \$25 million.

The university has been able to fundraise \$1.7 million toward the project, but has had difficulty gaining traction to fully fund the renovation. Significant fundraising challenges come from the need to maintain scholarship dollars to remain competitive with other universities.

MINERAL AND ENERGY INDUSTRIES CENTER OF EXCELLENCE

ATTACHMENT I

PROJECT STATUS AND PLAN

The South Dakota Board of Regents approved the development of a preliminary design for the MI building in June 2014. Total project cost is estimated at \$25 million. Selection of an architectural firm, The Clark Enersen Partners Science & Research Design Group, based out of Kansas City, Missouri, has been completed. The architect has conducted a preliminary feasibility assessment that resulted in exterior building and interior floor renderings. The next step will be the completion of a programming and conceptual design study with a final phase consisting of a detailed design that includes construction plans and documents.

The building transformation will be carried out in phases. Remodeling work is expected to be required during the academic year, although major structural renovations are expected to occur during the summers of 2020 and 2021. The renovation is envisioned to be completed vertically, rather than horizontally, to best accommodate the new HVAC system and minimize disruptions to all classrooms and laboratory space. Tentative completion of the project is 2022.

THE BENEFIT

The ultimate goal of the MI project is to create an environment that supports the delivery of a multi-discipline curriculum and research program. The following are the expected outcomes achieved by this goal:

- Improved learning experiences that incorporate the latest tools and technologies both within the classroom and in the laboratory, thereby ensuring a consistent pipeline of high-quality graduates;
- More effective recruitment of prospective students and faculty, as a modern facility will be a significant attraction to study and work at SD Mines;
- Ability to adapt quickly to growth in both student and faculty numbers through more efficient use of space;
- Increased interaction and cooperation of the MI programs, within the classroom and the laboratory, to provide graduates with a greater respect and knowledge of all MI disciplines;
- Increased opportunities for student collaboration with MI companies through interactive classrooms, student and faculty team areas, and laboratory facilities; and
- Enhanced ability to collaborate with the other MI universities across the country and internationally and to share educational and research resources between these institutions.

3021



MINERAL AND ENERGY INDUSTRIES CENTER OF EXCELLENCE

BUDG	SET DE	ETAILS	5	

DATES	TASK	ESTIMATED COST	
FY20 – FY22	Renovation/Construction	\$25,000,000	
	 The total estimated cost of \$25M will be offset by any donations received (\$1.7M at this time). Remaining balance will be bonded for 25 years. Funding for estimated \$1.4M annual bond payments to come from: \$1.25M from Precious Metals & Energy Mineral Tax \$125K from SD Mines Maintenance & Repair funds 		



SOUTH DAKOTA STATE UNIVERSITY

FY20 Informal Budget Request Narrative

South Dakota State University South Dakota Board of Regents June 26, 2018

The submission for the FY20 Informal Budget discussion includes priorities in the areas of access, research, and workforce development, as well as Agricultural Experiment State and SDSU Extension.

3023



South Dakota State University

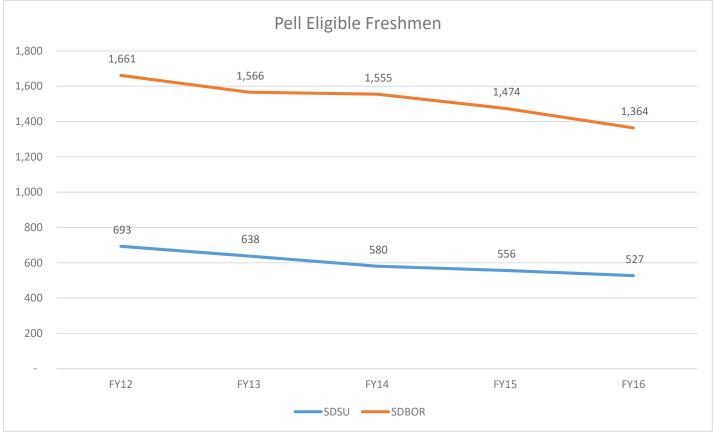
DAKOTA'S PROMISE SCHOLARSHIP | Priority #1

Access is a foundational part of the land grant mission at SDSU. If enacted, the Dakota's Promise Scholarship program will address a critical need for today's students at South Dakota State University and the regental system.

SDSU and the Board of Regents have seen a steady decline in the number of PELL Eligible freshman. In just four years, SDSU has seen a decrease of 24% from 2011 to 2015 according to IPEDS data. Similarly, the Board of Regents system (including SDSU) has seen a decline of 18% over the same period. This trend will have dramatic consequences related to economic development, workforce development and our ability to meet the state's goal of an educated citizenry.

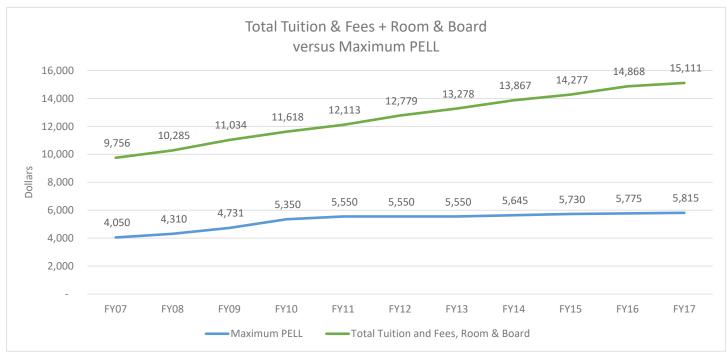
This initiative would also have a significant impact on helping the Board of Regents and the state achieve their goal of having 65 percent of state residents ages 25 to 34 hold some type of post-secondary credential by 2025. Reducing the financial barriers for these students will increase the number of students entering higher education and will increase those students ability to continue to pursue their education. In addition to increasing individual income, advanced educational attainment will also have a significant positive impact on the state and regional economy.





Source: IPEDS data system (first time, full time students)





Source: SDBOR Tuition and Fees and Room and Board Costs for SD Resident (includes the minimum required meal plan for all freshmen living on campus and a double occupancy room).

It is our opinion the widening gap between the maximum PELL grant and cost for students makes higher education less accessible to students who might otherwise attend. The Dakota's Promise Scholarship will decrease the amount of unmet need for South Dakota's students and expand opportunities in post-secondary education for generations to come.

An investment by the state in the Dakota's Promise Scholarship will not only allow SDSU to carry out its mission of providing access to all students, but we believe it will also have a positive impact on enrollment and overall university resources, including food service, housing, and other areas of campus. As illustrated in the BOR's "Shannon's Example," a state investment of \$1,762 would generate in an additional \$3,875 of federal PELL dollars (average) and \$14,130 in student and family contributions. In this example, this program results in a 10:1 return on the state's investment.





ATTACHMENT I



RESEARCH INVESTMENT | Priority #2

Capital Funding

\$8,900,000

Precision Agriculture Investment

Precision Agriculture - Berg Agricultural Hall Remodel

The Precision Agriculture Initiative meets needs for research, education and university extension that will enable South Dakota industries to be adoption leaders and users of precision data. It positions SDSU graduates to be leading innovators domestically and globally. Evolving precision agriculture by technologies and practices will empower South Dakota agriculture and associated industries to profitably optimize production consistently across highly variable arable lands. This request is for \$8,900,000 in capital funds to remodel Berg Agricultural Hall and fulfill the infrastructure requirements in order to fully realize the research, innovation, and education potential of the Precision Agriculture Initiative.

A preliminary facility statement for a precision agriculture building dated July 7, 2015, was filed and approved by the Board. A building committee was formed, an architect and engineering team recruited and planning meetings commenced in February 2016. Architectural planning of the schematic design was completed in August 2017, incorporating a remodel of existing facilities in Berg Agricultural Hall. In March 2018, House Bill 1264 was signed into law, authorizing construction of a new precision agriculture building and the remodel of the first and second floors of Berg Agricultural Hall at South Dakota State University. State funding was identified to cover the remaining costs of the new building construction, leaving \$8,900,000 for the remodel of Berg Agricultural Hall unfunded.

Without access to contemporary facilities, the multidisciplinary team of faculty and staff supporting the Precision Agriculture Initiative will be disadvantaged by the aging 1953 facility that provides real challenges for employee safety, research integrity and overall productivity. Completing the remodel in Berg Agricultural Hall will position SDSU to continue to lead the nation in the cutting edge precision agriculture research and innovation afforded by previous investments by the university, state and industry supporters.

Total project cost of the Precision Agriculture Facility and Berg Agricultural Hall remodel is \$55,000,000.

- In 2016, SDSU allocated \$7,500,000 of internal funds to the Precision Agriculture capital project.
- Philanthropic fundraising began in 2016 and is ongoing. A total of \$14,518,000 of the \$16,600,000 goal has been raised, including \$6,600,000 from the South Dakota Corn Utilization Council and \$5,000,000 from Raven Industries.
- In 2018, House Bill 1264 identified \$22,000,000 in funding (\$2,000,000 state general fund; \$20,000,000 bond authority to be paid off from contributions from a commercial fertilizer inspection fee of \$0.25 per ton for licensed distributors and \$250,000 recurring general appropriations redirected from SDSU Extension).





WORKFORCE DEVELOPMENT | Priority #3

One-Time Funds

\$275,000/year for three years

Rural Veterinary Medical Education: A Collaborative Program with the University of Minnesota

Funds are requested to develop the capacity of the South Dakota State University Department of Veterinary and Biomedical Sciences to deliver the first two years of coursework toward a doctor of veterinary medicine degree program. Students will complete their third and fourth years of coursework at the University of Minnesota College of Veterinary Medicine in St. Paul, with the degrees conferred by the University of Minnesota to participate in this partnership opportunity.

Food animal veterinarians are a critical component to an adequate food supply and continued economic growth in animal agriculture in South Dakota and the United States. Over the past several years, all segments of the food animal industry have grown in South Dakota, including the beef, dairy, swine and poultry sectors. This trend is predicted to continue, and the South Dakota Department of Agriculture is proactively recruiting animal agriculture to the state. Adequate availability of veterinary services is pivotal to maintaining animal and public health. South Dakota has critical economic interest in ensuring a supply of highly skilled and locally knowledgeable veterinary expertise.

SDSU has the capacity to leverage its position as a leading educator of students in the agricultural sciences to help fulfill South Dakota's food animal veterinary professional workforce needs. By partnering with Minnesota, SDSU can provide the first two years of veterinary education with the final two years of education delivered at Minnesota, also called a 2+2 veterinary program. The SDSU College of Agriculture and Biological Sciences has a large and sustainable number of students in several majors desiring to add value to their SDSU education with veterinary studies. Approximately 180 SDSU students are in a "pre-veterinary" course of study. More than three-quarters of students in the fall 2017 pre-veterinary section completed a survey on their initial interests in a veterinary program that would start on the SDSU campus and finish at Minnesota. Among those still considering veterinary school, 82.6 percent (or 38 of 46) answered "yes" when asked if they have interest in this collaborative option with Minnesota. All 38 were freshmen and sophomores, the students who would comprise the first Brookings-based cohort.

Historically, six to 16 South Dakota State University students each year start in one of 30 professional veterinary medicine colleges across the country. Today, 24 students enrolled at the Iowa State University College of Veterinary Medicine receive funding from the State of South Dakota that offsets the difference between in-state and out-of-state tuition. That expenditure — approximately \$600,000 annually for six students in each of four cohorts — is funded by tax revenues from the sale of animal endoparasiticides and ectoparasiticides. This request is based on the subsequent investment of those funds, as described in SDCL 13-49-20, toward the new collaborative venture with the University of Minnesota.

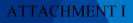
The collaborative approach to veterinary medicine has been implemented successfully in three partnerships involving land-grant universities. University leaders from the University of Minnesota and South Dakota State University have now visited each of these institutions.

- · University of Nebraska-Lincoln and Iowa State University College of Veterinary Medicine;
- · Utah State University and Washington State University College of Veterinary Medicine; and
- · University of Alaska-Fairbanks and Colorado State University College of Veterinary Medicine.

The veterinary medical curriculum for the first two years at SDSU will meet the same student-learning objectives as that offered at the University of Minnesota and meet accreditation standards established by the American Veterinary Medical Association Council on Education. The core instruction would be taught at SDSU for two years; it is possible that some specialized clinical or orientation courses could be taught by Minnesota through distance delivery. It also is possible that some third- and fourth-year clinical courses could be delivered in South Dakota.

3027 A - 47







A financial pro forma, based on information available, works from an assumption of 20 students per cohort. Annual expenses including faculty, support personnel, operating expenses and student scholarship support are planned to be funded by a combination of tuition and fees and the redirection of the state parasiticide tax. Revenues from the state parasiticide tax will be used to support the final cohort of students attending lowa State through FY24. As each cohort completes its studies at lowa State, the parasiticide tax revenues will be phased-in to the collaborative program with Minnesota. However, the one-time state funds are needed to help start the program, particularly from FY20 through FY22. The first students will be enrolled in fall 2021 (or FY22). Once two cohorts of students are in place (fall 2022 or FY23), the tuition and fee revenue along with the parasiticide tax will cover the costs of the program and student scholarships. A more descriptive financial model will be developed during FY19.

This request is for three years of one-time funding at \$275,000 per year. This appropriation will fund a program director (\$143,529), a support position (\$84,671) and operating expenses (\$46,800) from FY20 through FY22. Following this initial investment, these costs will be covered by the tuition and fees of the program.

The proposed collaborative program for rural veterinary medical education provides several benefits for students and South Dakota, specifically:

- An increased number of new veterinarians with strong ties to South Dakota to support rural veterinary practices;
- More opportunities for South Dakota students to pursue veterinary medical degrees without accumulating additional student debt through out-of-state tuition;
- Additional faculty expertise that strengthens teaching and research in the College of Agriculture, Food and Environmental Sciences at SDSU;
- Faculty expertise that complements the Animal Disease Research and Diagnostic Laboratory;
- A relatively unique program that positions South Dakota State University among the nation's leaders in veterinary medical education, particularly in rural practices; and
- · Another accredited professional program in a health-related field.



AGRICULTURAL EXPERIMENT STATION | Priority #4

Base General Funds	\$123,794
Personal Services:	\$116,794
Operating Expenditures:	\$7,000
FTE:	1.0

FTE in Precision Agriculture

New technologies in precision agriculture and their implementation will shape profitability and sustainability of agricultural production long into the future. SDSU is in the process of finalizing an agreement to support a new endowed professorship. The funds from the endowment will support the research program to enable this position to be successful. Base funds are requested to support the salary and benefits for this new Professor or Associate Professor in Precision Agriculture. Funding this position will help South Dakota maintain our competitive edge in research and education in this area of growth and opportunity.

This position will lead a team of scientists and educators that will develop data driven decision making tools. This position will also collaborate with SDSU Extension to disseminate these decision making tools to South Dakota producers and aid in implementation. Potential areas of collaborative research include:

- Soil and plant health;
- · Nutrient management and water quality;
- Precision conservation; and
- Sensor technology.

In addition to improving economic profitability and environmental sustainability of agriculture in the variable ecosystems of the Northern Great Plains, this position will enhance research competitiveness, student recruitment, and workforce development.





SDSU EXTENSION PRECISION AGRICULTURE ECONOMICS FIELD SPECIALIST | Priority #5

Base General Funds	\$ 89,586
Personal Services:	\$82,586
Operating Expenditures:	\$7,000
FTE:	1.0

SDSU Extension will deliver transformative outreach in precision agriculture that enables commodity producers to evaluate the return on investment (ROI) of precision technologies. With this capacity, SDSU Extension will drive precision agriculture innovation and technology application to its full potential in collaboration with research from the South Dakota Agricultural Experiment Station and the SDSU initiative in precision agriculture. This request is for an ongoing general fund appropriation to hire one master's-degree prepared Precision Agriculture Economics Field Specialist.

There is an acute need for economic analysis tools that help growers assess ROI of precision-agriculture technologies, data management tools and services and methods that they might adopt. Stakeholders and faculty engaged in the SDSU Precision Agriculture Initiative have been clear that there are gaps and that the marketplace does not provide for effective and cost-efficient decision making on technology adoption by commodity producers. The critical question asked repeatedly is: "At what point does precision-agriculture measurement technology, data availability, data interpretation and presentation make it worthwhile to the producer in terms of ROI?"

This is the type of question that SDSU Extension must be well positioned to address. However, the system lacks the appropriately trained personnel. This is an opportunity for SDSU Extension to provide leadership in helping farmers analyze optimal precision agriculture technologies and tools to achieve maximum profitability.



3030 A - 50

ATTACHMENT I



FY2020 INFORMAL BUDGET HEARINGS SUMMARY



Dakota's Promise Scholarship

The University of South Dakota's top priority is bridging the gap for South Dakota's students with financial need. The table below identifies needs-based aid programs of contiguous states in 2015–16:

State	Expenditure	Recipients	Per student dollars
Colorado	\$115,630,654	61,369	\$1,884
lowa	\$50,703,329	12,494	\$4,058
Minnesota	\$173,493,068	82,416	\$2,105
Nebraska	\$16,833,918	13,739	\$1,225
North Dakota	\$11,146,714	6,699	\$1,664
South Dakota	\$182,503	215	\$849
Wyoming	\$0	0	\$0

The gap between the cost to attend and available federal aid and/or merit-based aid is growing. Currently, a South Dakota Opportunity Scholarship-eligible student with the highest financial need would have a gap of approximately \$4,400 between cost and financial aid. The University of South Dakota has been losing PELL eligible students. As the gap grows, enrollment has declined:

Pell trends for USD

Year	Total Awarded	Total Recipients
2015-2016	\$7,320,429	1,938
2014-2015	\$8,006,300	2,150
2013-2014	\$8,136,866	2,268
2012-2013	\$8,557,363	2,396
2011-2012	\$8,724,558	2,488

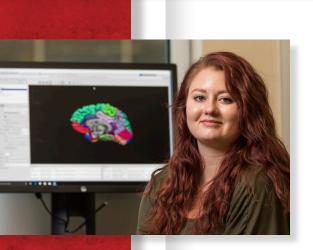
Dakota's Promise can provide a gateway for students with financial need to access an education that can be transformational. Dakota's Promise can fill the workforce need for advancing South Dakota's economic development initiatives.

Source: Department of Education 3031

ATTACHMENT I



Center for Brain and Behavior Research



USD will report \$29 million in grants and contracts for FY18 following an average 10 percent growth over the past four years. Much of this growth derives from five well-established STEM research centers on campus. These research centers are critical to the overall research enterprise at the university, benefitting workforce development for South Dakota and producing research products in critical areas. This request is focused on the Center for Brain and Behavior Research (CBBRe) a highly productive interdisciplinary group working in basic biomedical research. CBBRe holds \$4M in grants and contracts awarded for FY18 with an additional \$11M already awarded for expenditure in future years.

One challenge faced by CBBRe is that, although they generate a high-level of external funding for student support, instrument acquisition, and ground-breaking research activities, funding agencies do not support their internal base operations. The university is requesting state funds to create a stable base of personnel and operations and thereby accelerate the growth of total contracts and grants within CBBRe. An ongoing state investment of \$250,000 a year would allow USD to retain talented research scientists and technicians between grants and to seek new grants and contracts. By FY20 CBBRe grants and contracts are projected to match the state investment at a ratio of 21:1, helping advance the South Dakota Board of Regents goal of \$150 million in research expenditures by FY20.

Budget Request: \$250,000, 2.0 FTE

Office of Title IX and the Center for Prevention & Education



The center would administer the ICARE program, recently established through a grant from the U.S. Department of Justice. The goal of the grant is "to provide a unique opportunity for institutions of higher education to establish multi-disciplinary consortia to combat violent

crimes." The grant cycle is for three years, contingent upon USD's commitment to continue the work after the grant ends.

USD requests \$293,950 per year to fund the proposed center, which would provide necessary training and programming to prevent sexual violence and teach healthy relationships. The funding includes salary and benefits for a director and violence prevention specialists plus prevention and education programming aimed at a comprehensive initiative reaching all students, faculty and staff.

Budget Request: \$293,950, 4.0 FTE A - 52 3032



School of Law Experiential Classroom



USD requests \$600,000 in one-time state funding as match to \$600,000 in private and other funds to create an experiential learning classroom for the School of Law. Experiential learning—the ability to simulate negotiations, client meetings and trials—is a minimum expectation of prospective students and ABA accreditation standards.

Space in the current law school building can be repurposed, but it will require renovation and the purchase of contemporary equipment with audio and video capabilities. It also requires mobile furnishings so the room can be reconfigured for a courtroom one day and multi-party negotiations the next. The space also will support co-curricular competition teams. The School of Law expects to host the next accreditation site evaluation in the fall of 2019. Having the appropriate experiential classroom will greatly aid in continuing accreditation.

Budget Request: \$600,000 one time



Health Sciences Building

USD's School of Health Sciences is a national leader in inter-professional education, enrolling 2,500 students each year in associate, bachelor, certificate, master's and doctoral degree programs. The school also houses the International Survey of Children's Well-Being and the Center for the Prevention of Child Maltreatment.

Currently the school's programs are scattered across campus, many in older buildings not adequate to keep pace with changes in healthcare. To further advance healthcare in South Dakota and the region, USD proposes a modern building with classrooms, laboratories and clinical facilities. USD requests a capital expenditure of \$20 million (\$15 million general funds and \$5 million private gifts and other funds.) USD has proposed that the new building would also house the Department of Communication Sciences & Disorders, which is a clinically intensive program and part of the College of Arts & Sciences.

Budget Request: \$15M one time or annual debt service amount of \$1,161,393







Professional Programs

- Addiction Studies Dental Hygiene Health Sciences Medical Laboratory Science Nursing
- Occupational Therapy Physical Therapy Physician Assistant Studies Public Health Social Work

A - 54 3034

Budget Hearings South Dakota Board of Regents

June 27-28, 2018

Brookings, SD

Salary Competitiveness

- There is a national shortage of teachers trained in sensory impairments.
- Currently, we have trouble finding trained teachers both in South Dakota or from other states.
- This past year we lost several good candidates and staff members because
- we couldn't match salaries.
- We rely on the program at Northern State University for teachers of the visually impaired.
- We are trying to move forward with a program to train teachers of the deaf through University of Nebraska at Lincoln.
- Without certified teachers, our programs cannot provide the necessary supports for students with sensory impairments.

3036 A - 56

SOUTH DAKOTA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED



SD School for the Blind and Visually Impaired

Assistive Technology

- Students need full access to curriculum and classroom materials.
 - 1) tactile systems for readers who use braille
 - 2) magnification systems for readers who need print enlarged
- Assistive technology is expensive but necessary.
- Most students will require more than one device. This will prepare them to be job ready and able to adapt to future technologies.
 - We select technology appropriate for individual students on our campus and demonstrate its use to local public schools.
 - Because the needs will be ongoing we are requesting base funding for technology. Each piece of assistive technology will be on a replacement cycle.



Desktop System: \$2,500-\$3,000



Lighted Magnifier: \$80-\$125



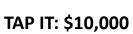


Simple Magnifier: \$10-\$15















Magnification **Device:** \$2,500

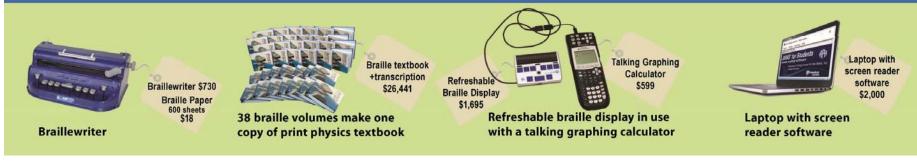


AMERICA PROMISES EVERY CHILD AN EQUAL CHANCE TO SUCCEED

To **Keep the Promise** we must increase the annual per student allocation from \$269 to \$1,000. So why does it cost more to educate a student who is blind?

The chart below demonstrates the need.

Learning Tools for a 10th grade physics class	For a student who is sighted		For a student who is blind	
Writing/Printing Equipment	\$218.00	paper, pens, pencils, printer & paper	\$5,298.00	braillewriter/braille paper, braille embosser/tractor-feed braille paper
Physics Textbook	\$80.00	1 print volume	\$26,441.00	38 braille volumes
Calculator	\$135.00	graphing calculator	\$599.00	graphing calculator with speech
Portable Technology Aids	\$150.00	tablet	\$1,845.00	tablet with refreshable braille display
Laptop	\$1,000.00	laptop	\$2,000.00	laptop with screen reader software
	\$1,583.00		\$36,183.00	
	TOTAL COST FOR A STUDENT WH SIGHTED for a 10th grade physics		TOTAL COST FOR A STUDENT WH BLIND or a 10th grade physics	





Refreshable Braille: \$7,795

ATTACHMENT I

SOUTH DAKOTA SCHOOL FOR THE DEAF





3043 A - 63

Hands in Motion Summer Program

- This program provides a language rich environment in which both ASL and English are supported. As students take part in a variety of activities, they
- increase their vocabulary and communication skills.
- Hands in Motion runs half days during the month of July and annually serves approximately 30 students.
- This language enrichment opportunity fits in well with the mandates of HB 1155 (LEAD-K) as it focuses on early language learning.
- We are not asking for any funding for this program, as we will use existing funds previously allocated to the Harrisburg program. We will require .5 FTE.



Teacher of the Deaf Preparation Program

- South Dakota schools, including SDSD, have no pipeline for teachers trained in deaf education.
- The number of children identified with hearing loss is growing. SDSD and A - 64 3044
 - public schools have a very hard time finding certified teachers.
 - University of Nebraska at Lincoln offers an online program. Teachers would complete a Master's degree with certification in deaf education.
 - We are recommending a subsidy to bring costs to in-state tuition levels. We would establish an advisory panel to set the parameters for the program and determine eligibility and terms for participants.
 - We are not asking for any funding for this program, as we will use existing funds previously allocated to the Harrisburg program.



3045 A - 65

Expansion of the SDSD Evaluation Program

- With the passage of HB 1155, there will be greater emphasis on addressing the language development needs of young children (Birth to Five) who have hearing loss.
- The advisory group will be recommending increased evaluation of students to ensure they are meeting language milestones.
- While some testing may occur locally, only the SDSD evaluation team has the expertise to evaluate children for emerging sign language skills.
- We are not asking for any funding for this program, as we will use existing funds previously allocated to the Harrisburg program, but are requesting 1 additional FTE to support evaluation.

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – F DATE: August 7-9, 2018

SUBJECT

Short- and Long-Term Board Priorities

CONTROLLING STATUTE, RULE, OR POLICY SDBOR 2014-2020 Strategic Plan

BACKGROUND / DISCUSSION

In October 2014, the Board of Regents adopted the SDBOR 2014-2020 Strategic Plan. As a formal statement of the Board's core goals, this plan provides a blueprint for advancing the university system's major priorities over the coming years. The plan identifies four priority areas – student success, academic quality and performance, research and economic development, and affordability and accountability. Each priority is tied to a set of goals, outcomes, and action steps. Overall, the plan is meant to serve as a framework for facilitating systematic, goal-minded policymaking in the university system.

IMPACT AND RECOMMENDATION

The Board set their current strategic plan following considerable discussion during the 2013-14 academic year attempting to identify those metrics that best align with the four comprehensive goals. Each year the SDBOR Strategic Plan Tracking report is prepared to highlight progress being made toward the various metrics that have been targeted (see Attachment II). Additionally, a new infographic was prepared for GOAC and JCA for their meetings in July to serve as a quick reference point for system status on each of the SDBOR metrics. A number of relevant trends in the report are referenced below:

- While the number of degrees awarded at both the undergraduate and graduate level have remained above the baseline, the number of degrees awarded to American Indian students has dropped below the baseline. If enrollment trends continue as they have, the overall number of degrees awarded could begin to decline as well.
- The number of STEM graduates from the system has increased in alignment with the emphasis on STEM fields for employment and economic development.
- System retention rates continue to rise as nearly 8 in 10 students return for their second year.

(Continued)

INFORMATIONAL ITEM

Short- and Long-Term Board Priorities August 7-9, 2018 Page 2 of 2

- The 4-year graduation rate has increased from the 24.2% baseline to 26% more recently. High School Dual Credit participation and campus efforts encouraging students to complete 30 credit hours each academic year should continue to improve this rate.
- The remediation rate has increased, and while this is not a direct reflection on the efforts of the Regental system, the need for remediation impacts a student's likelihood of being retained and eventually graduating from postsecondary.
- The metrics for grants and contracts expenditures show an increase in expenditures in the most recent year, while the metrics for license agreements and start-up companies continue to decline. Proposed budget and tax changes at the federal level could impact all of these metrics in future years.
- The 3-year federal loan default rate for the system continues to fall even though South Dakota students have some of the highest rates of borrowing in the nation. Our standing in the regional ranking for undergraduate tuition and fees remains unchanged, though the lack of grant aid makes our average net price one of the more costly in the nation.
- The percent of the operation budget funded by the state remained steady, though with the current revenue projections for the state that percentage could see declines in the near future.

With the appointment of a new Executive Director (and the fast approach end date for the existing strategic plan) the time appears warranted for the Board to begin discussing new strategic direction for the Regental system. Board members should use the information discussed throughout the retreat to help set both short- and long-term priorities for the Regental system for the next two to five years. Board members should be conscious of the continued progress on the current metrics and how they impact our continued progress for meeting South Dakota's 65% Attainment Goal.

ATTACHMENTS

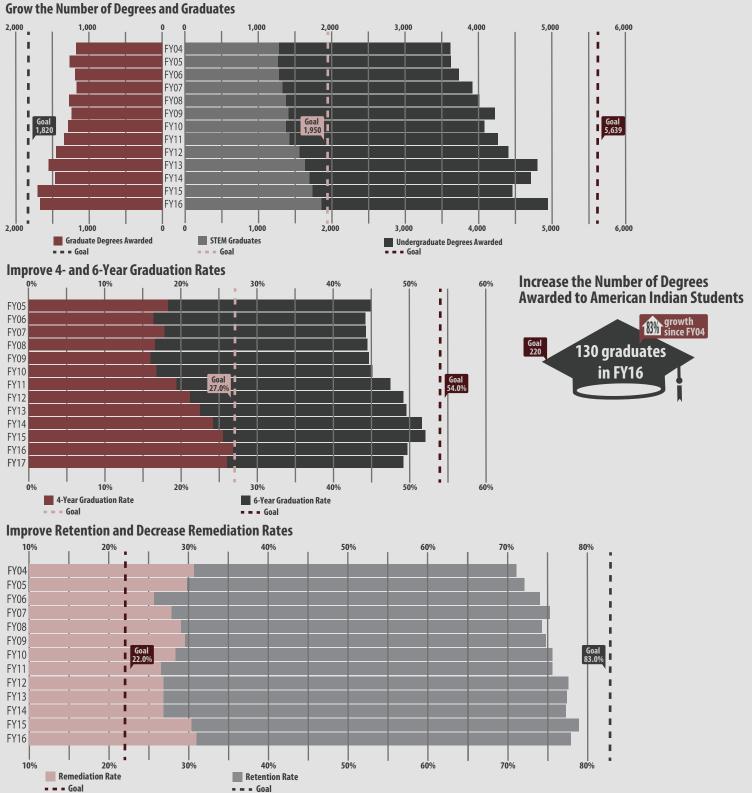
Attachment I – Strategic Plan Infographic Attachment II – SDBOR Strategic Plan Tracking Report

ATTACHMENT I 3

The Board of Regents 2020 Strategic Plan

In October 2014, the Board of Regents adopted a strategic plan to serve as a blueprint to advance South Dakota's public university system. The Board identified four specific goals – student success, academic quality and performance, research and economic development, and affordability and accountability – and used existing trend data to set targets on 20 metrics for the Regental system by 2020. These metrics are evaluated annually and used in the annual evaluation for each university and superintendent. This infographic illustrates the Board's progress on these goals using the most recent data.

Goal 1: Student Success



Goal 2: Academic Quality and Performance

Grow Total Number of Accredited Programs

Increase the Number of Students Participating in Experiential Learning

\$120M

\$100M

\$80M

\$60M

\$40M

\$20M

FY05

FY07

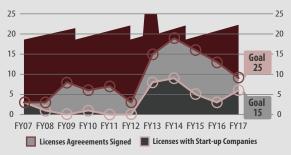
FY09

FY11



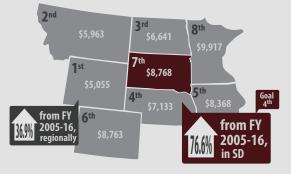
Goal 3: Research and Economic Development

Increase Start-ups and License Agreements Signed



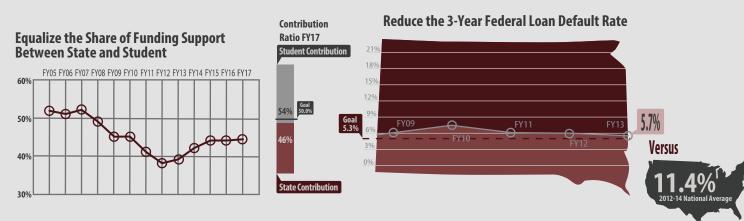
Goal 4: Affordability and Accountability

Improve Regional Ranking for Undergraduate Tuition and Fees



Lower the Gap Between Grant Aid and Net Price All SDBOR Peers





ATTACHMENT I 4 **Increase the Percent of Graduates Passing Licensure Exams**

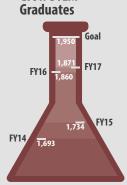


Increase Revenue from Grants and Grow STEM Goal \$150M **Contracts Expenditures** \$120M \$100M \$80M \$60M **FY16** \$40M \$20M

FY13

FY15

FY17



SDBOR Strategic Plan Tracking

As part of the new strategic plan, a series of performance indicators was identified that would assist in tracking the university system's progress toward its stated goals. These indicators – which tie directly to the plan's four major priority areas – represent the aspects of the university system's overall performance that merit special focus over the life of the plan:

Table A Performance Indicators for SDBOR 2014-2020 Strategic Plan		
Priority Area	Performance Indicators	
Student Success	Degrees Awarded, Undergraduate/Graduate Degrees Awarded to AIAN Students Retention Rate Graduation Rates (4-Year/6-Year) Remediation Rate	
Academic Quality and Performance	Percent of Graduates Passing Licensure Exams Number of Accredited Programs Number of New Graduate Programs Students Participating in Experiential Learning	
Research and Economic Development	Grants and Contracts Expenditures License Agreements Signed Licenses Signed with Start-Up Companies STEM Graduates	
Affordability and Accountability	Three-Year Federal Loan Default Rate Regional Rank for Undergraduate Tuition and Fees Percent of Operating Budget Funded by the State Students Served by Special Schools (SDSD/SDSBVI)	

Each indicator is listed in the plan with a baseline (2014) measurement and a 2020 goal. Accordingly, the aim of this report is to update board members on the current status of each indicator, and to discuss factors affecting progress toward each goal. Though similar information is given on the <u>SDBOR Strategic Plan webpage</u>, this report will explore these data in considerably greater detail.

Indicator 1 Student Success: Degrees Awarded, Undergraduate¹

Status: In Progress

Summary: The number of undergraduate degrees awarded by regental universities has climbed steadily over the last decade, rising from 3,616 in FY2004 to 4,946 in FY2016, a change of 36.8 percent.

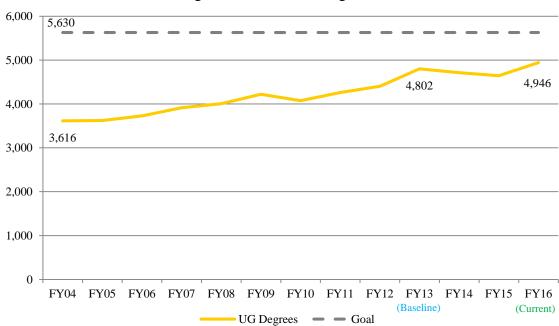


Figure 1 Degrees Awarded, Undergraduate

Discussion: Degree awards are a function of – among other things – enrollment. And as indicated in other recent analyses, system enrollment has continued to face considerable downward pressure.² Despite an increase in total headcount for the Regental system this year at 0.3%, much of this growth is accounted for by the increase in student participation in the High School Dual Credit (HSDC). Overall, FTE for the system increased by 0.1% this Fall; however, it has decreased by 0.6% over the past five years. If this trend continues, undergraduate awards may begin to fall unless advances are made with respect to graduation rates. It is expected that new system initiatives – such as the move to 120-credit degrees, the general education redesign, and the WICHE Passport project – will help to facilitate stronger completion numbers in future years.

¹ Defined as: Total undergraduate degrees awarded

² See Enrollment Trends in the University System

Indicator 2 Student Success: Degrees Awarded, Graduate³

Status: In Progress

Summary: Graduate degree awards have grown by a larger relative margin than have undergraduate degrees awards. From FY2004 to FY2015, graduate degree awards grew by 44.6 percent, compared to 28.5 percent growth in undergraduate degree awards. Consequently, the university system awarded about 500 more graduate degrees in FY2015 than it did in FY2004, though there was a 1.8 percent decrease from FY15 to FY16.

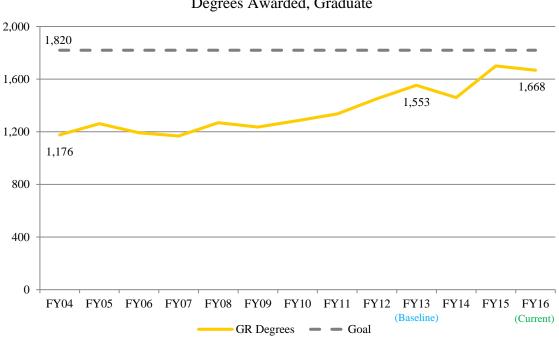


Figure 2 Degrees Awarded, Graduate

Discussion: Presently, graduate degree awards seem likely to follow a similar trajectory as is expected for undergraduate degree awards. From Fall 2010 to Fall 2015, graduate enrollments fell by 9.4 percent, from 6,530 to 5,930. Though student counts remain higher now than in Fall 2005, the small but consistent enrollment declines seen since the recession-era peak of Fall 2010 would seem to portend parallel future declines in graduate completer awards.

³ Defined as: Total graduate degrees awarded

Indicator 3 Student Success: Degrees Awarded to American Indian Students⁴

Status: In Progress

Summary: From FY2004 to FY2012, the number of degrees awarded by regental universities to American Indian students nearly doubled (i.e., 88.7 percent growth). This measure has leveled somewhat in the interim. Generally, this trend closely mirrors the lines seen above for total undergraduate degree awards and total graduate degree awards.

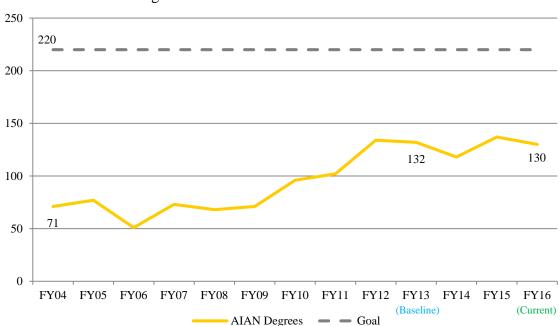


Figure 3 Degrees Awarded to American Indian Students

Discussion: College-age American Indians will continue to be among the most important student demographics for the university system in coming years. These students not only have been historically underrepresented in the university system, but also are expected to grow considerably in number over the next decade.⁵ Consequently, the board has begun to place substantial emphasis on this group through targeted programs such as College Application Week, South Dakota Jump Start, and South Dakota GEAR UP. These efforts will be crucial in driving progress toward the board's degree production goal.

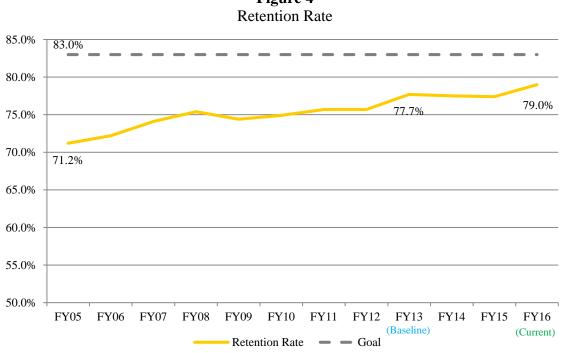
⁴ Defined as: Degrees awarded to students whose self-reported racial classification is (1) American Indian or Alaska Native alone, or (2) multi-racial including American Indian or Alaska Native

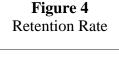
⁵ See <u>https://www.sdbor.edu/the-board/agendaitems/Documents/2013/August/PlanningSession/1.pdf</u>

Indicator 4 Student Success: Retention Rate⁶

Status: In Progress

Summary: The in-system retention rate (i.e., the percentage of students returning to any regental university) has climbed steadily over the last ten years. Whereas only about seven in ten freshmen returned for a second year of study in FY2005, nearly eight in ten did so by FY2016. In fact, had retention rates remained at levels seen a decade ago, nearly 300 fewer students from the most recent starting cohort would have returned for a second year.





Discussion: Retention rates are a classic immediate-term performance indicator. Due to the strong correlation between retention rates and graduation rates, retention rates can be understood as a bellwether for eventual student success. It is hoped that a combination of existing and new initiatives will continue to expand the tools available for fostering student success during the crucial first year.

⁶ Defined as: Percent of first-time, full-time, bachelor's degree-seeking students returning to any regental university for a second fall semester

Indicator 5 Student Success: *Graduation Rate, Four-Year*⁷

Status: In Progress

Summary: Regental universities have made significant gains over the last decade with respect to four-year graduation rates (also known as "100 percent" graduation rates). While the system-wide rate stood at only 16.0 percent as recently as FY2009, considerable effort by the universities has raised this rate to more than 25 percent as of FY2017. These improvements are a major contributor to the consistent uptick in undergraduate degrees mentioned earlier. Continued strides in this area may allow the system to meet its stated 2020 goal of 27.0 percent.

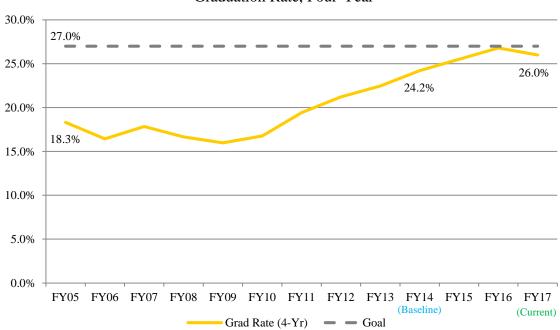


Figure 5 Graduation Rate, Four-Year

Discussion: Completion rates are in many ways a cumulative measure of an institution's entire academic enterprise. More than that, activities related to affordability, admission practices, financial aid, curriculum, academic support, student support, and a wide variety of other areas may ultimately affect an institution's cumulative completion rate. Given that regental admission processes have not changed radically in the last decade, the steadily advancing graduation rate shown above should be taken as evidence of holistic improvement in the overall effectiveness of university processes.

⁷ Defined as: Percent of first-time, full-time, bachelor's degree-seeking students graduating in four years or less at the starting institution

Indicator 6 Student Success: Graduation Rate, Six-Year⁸

Status: In Progress

Summary: As with the four-year rates shown above, six-year graduation rates in the regental system have seen a modest upswing in recent years. Starting from a recent low of 44.2 percent in FY2006, the university system's six-year (or "150 percent") completion rate now stands at 49.2 percent.

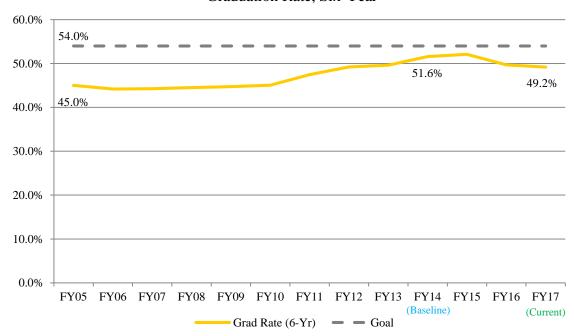


Figure 6 Graduation Rate, Six-Year

Discussion: Though a six-year graduation rate of just under fifty percent may not seem immediately impressive, it should be noted that this rate is quite strong in the broader context of public higher education. Indeed, all six regental universities currently report a rate that is near – and typically above – analogous rates for US peer universities.⁹ This comparison is especially positive given the continued absence of a traditional community college system in South Dakota. Much like four-year rates, these six-year rates can be treated – despite their somewhat limited scope – as summative indicators of overall institutional effectiveness.

⁸ Defined as: Percent of first-time, full-time, bachelor's degree-seeking students graduating in six years or less at the starting institution

⁹ See <u>https://www.sdbor.edu/dashboards/Pages/Peer-Analysis-Dashboard.aspx</u>

Indicator 7 Student Success: Remediation Rate¹⁰

Status: In Progress

Summary: System remediation rates – the percentage of incoming students requiring developmental coursework in math or English – have shown a somewhat uncertain pattern over the last decade. Though rates declined consistently from 2003 to 2007, they have again topped 30 percent. Consequently, a gap continues to exist between observed (30.4 percent) and targeted (22.0 percent) rates.



Figure 7 **Remediation Rate**

Discussion: Remedial placement is, fundamentally, a reflection of secondary (not postsecondary) education efficacy. Accordingly, remediation rates have a significant impact on university operations despite being largely beyond the control of the universities themselves. However, because the university system works collaboratively with the state's Department of Education on a number of joint initiatives (e.g., Smarter Balanced integration, College Readiness Coursework program), this measure of student preparedness does reflect the university system's effectiveness in working cooperatively with other educational partners to address a major threat to college success.

¹⁰ Defined as: Percent of first-time, full-time, degree-seeking students from SD high schools who were designated for remedial coursework in at least one subject (math or English)

Indicator 8 Academic Quality and Performance: Percent of Graduates Passing Licensure Exams¹¹

- Status: In Progress
- Summary: Exam pass rates have long been an area of strength for the university system. In every year of the trend line depicted below, regental universities reported a cumulative pass rate above 85 percent. However, a slight dip in rates since FY2014 has resulted in a considerable gap between actual and targeted rates.

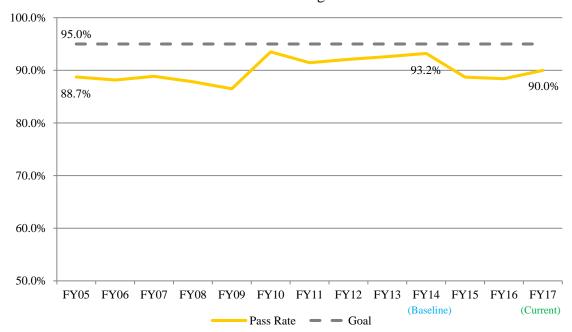


Figure 8 Percent of Graduates Passing Licensure Exams

Discussion: University system students consistently outperform national comparison groups on certification and licensure exams. Indeed, many programs routinely report 100 percent passage rates on these assessments. The significant fall in passage rates recorded since FY2014 have resulted from modest declines in several larger programs, including law (USD), BS nursing (SDSU) and AS nursing (USD). Whether these drops were anomalous or part of a longer trend remains to be seen, but pending programmatic changes in some of these programs (e.g., USD law) eventually may result in improved testing outcomes.

¹¹ Defined as: Percent of graduates who were tested and passed a licensure or certification exam in a professional field

Indicator 9 Academic Quality and Performance: *Number of Accredited Programs*¹²

- Status: In Progress
- Summary: The number of accredited programs that is, the number of regental degree programs that have been accredited or certified as meeting national standards has hovered near ninety for all years with available data. While the number of nationally accredited programs has remained relatively unchanged in recent years, these counts nonetheless have risen dramatically with the proliferation of opportunities for certification.

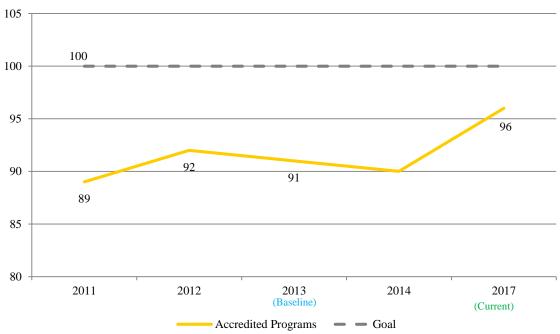


Figure 9 Number of Accredited Programs

Discussion: National accreditation provides an objective measure of program quality. As such, regental institutions have begun to pursue these opportunities more vigorously than in the past. SDSU, for example, has identified accredited programs as an important focus of its own IMPACT 2018 strategic plan. As universities continue to advance efforts to acquire program accreditations, the trending seen above is likely to bend upward over time.

¹² Defined as: Number of degree programs with national accreditation or certification

Indicator 10 Academic Quality and Performance: *Number of New Graduate Programs*¹³

- Status: In Progress; (met in FY2014)
- Summary: Perhaps more than any other performance goal in the SDBOR strategic plan, the goal of approving seven new graduate programs annually is one that is likely to vacillate between "met" and "unmet" from year to year. Not surprisingly then, the graph below shows that program approvals have indeed varied considerably over the analyzed timespan.

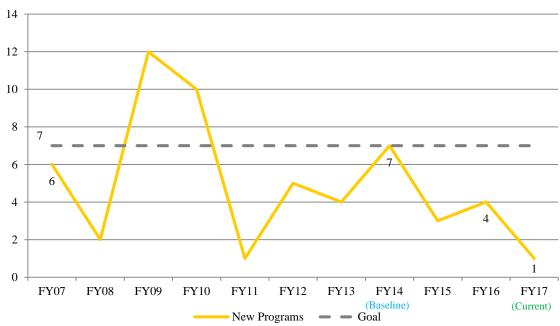


Figure 10 Number of New Graduate Programs

Discussion: Graduate programs epitomize the notion of university education. Graduate students – who receive instruction, teach courses, and conduct research – underpin much of the scholarly activity taking place at the state's four-year universities, and are in many ways one of the university system's most distinguishing features. Graduate degree completers also hold a special place in the modern knowledge-based economy by filling many of the high-paying, high-growth occupations in the state and national workforce. Consequently, the board continues to encourage universities to seek out new opportunities for graduate offerings that respond to market demand for well-educated and highly-skilled practitioners.

¹³ Defined as: Number of new graduate degree programs receiving final approval (per year) from the Board of Regents

Indicator 11 Academic Quality and Performance: *Students Participating in Experiential Learning*¹⁴

Status: In Progress

Summary: "Experiential learning" is a blanket concept that encapsulates all forms of "on-thejob" educational opportunities offered in the university system, including internships, practicums, field experiences, and cooperative learning offerings. The number of regental students engaging in these opportunities has risen gradually over time, with nearly 3,900 students participating during the most recent year.

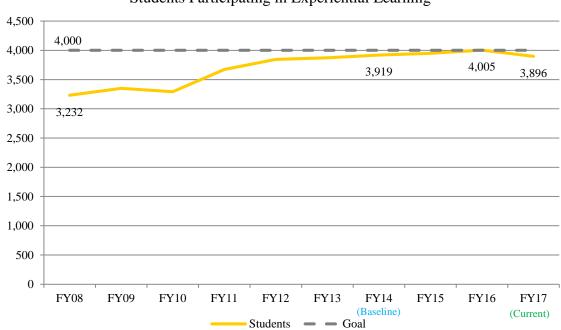


Figure 11 Students Participating in Experiential Learning¹⁵

Discussion: As the current trend toward skills-based education continues to rise, so too do related opportunities for experiential study in the state's universities. Academic programs in the university system, including some of the system's largest programs (e.g., nursing, teacher education), increasingly require students to complete an internship or practicum as a requirement for graduation. In many cases, these experiences also are required as a condition for professional certification. In this light, participation in these opportunities is expected to become more common among university students.

¹⁴ Defined as: Number of students enrolling in at least one internship, practicum, field experience, or cooperative learning experience

¹⁵ This figure and the associated metrics were updated in 2017 in its entirety after RIS staff identified a reporting error in the original coding that was used to generate this metric.

Indicator 12 Research and Economic Development: Grants and Contracts Expenditures¹⁶

Status: In Progress

Summary: Expenditures on federal, state, and private grants and contracts have contracted precipitously in the regental system in recent years. Spending in FY2017 stood at \$90 million, down 25 percent from the all-time high of \$120 million recorded in FY2012. However, this amount (\$90 million) represents respectable growth from the pre-recession figures seen in the chart below. While these figures are expected to make gradual gains in the coming years, the adopted 2020 goal of \$150 million in spending may not be attainable.

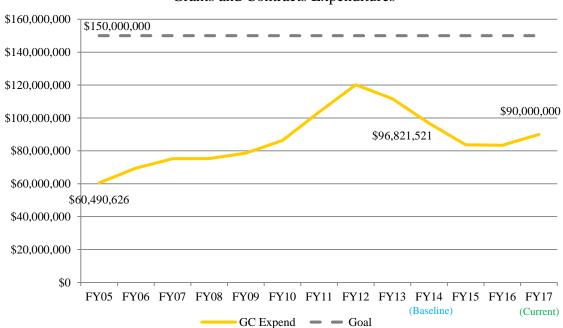


Figure 12 Grants and Contracts Expenditures

Discussion: Two important observations should be made about the data shown above. First, trends in research spending by regental universities largely mirror systemic trends seen at the national level. Following a swell of stimulus spending by the federal government during the economic crisis, federal sequestration and other budget challenges have impeded the availability of additional research investment. Second, because *expenditures* (as opposed to *awards*) are shown above, the steep downward trend depicted above shows the somewhat delayed effect of tightened federal spending in the years just after the peak of the recession.

¹⁶ Defined as: Total spending on all federal, state, private, and other grant and contract research

Indicator 13 Research and Economic Development: *License Agreements Signed*¹⁷

Status: In Progress

Summary: The number of signed license agreements has spiked since FY2012, reaching a new all-time high of 19 in FY2014. After averaging only five signed agreements per year from FY2007 to FY2012, the university system has averaged 16 new signed agreements over the last three years. This striking departure from past trending signifies a major shift in emphasis for the university system's research enterprise.

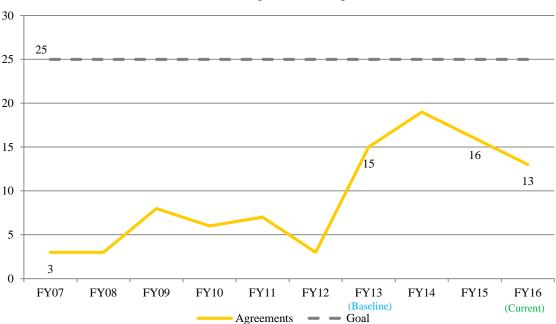


Figure 13 License Agreements Signed

Discussion: License agreements are a key measure of research commercialization. Until recently, South Dakota was relatively inactive in this area. However, with a newly insurgent emphasis on research and economic development at the university level, the university system now has begun to break into this arena. It is hoped that continued attempts to foster public-private commercialization relationships will produce additional progress in future years. SDSU has been particularly active in this area, and has been the chief driver of the system-wide upswing seen above.

¹⁷ Defined as: Number of signed agreements authorizing a third party to develop university-generated intellectual property

Indicator 14 Research and Economic Development: *Licenses Signed with Start-Up Companies*¹⁸

Status: In Progress

Summary: As with signed license agreements, a small surge had occurred in the number of start-up companies founded to commercialize university-generated research from FY12 – FY14. Recent counts have declined to levels last seen prior to the recession.

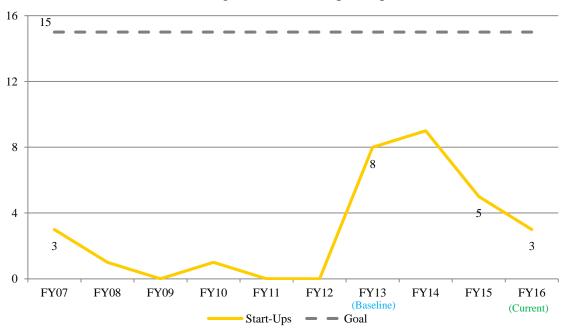


Figure 14 Licenses Signed with Start-Up Companies

Discussion: The commercialization efforts underlying the increases seen above (both in signed license agreements and in start-up companies) have been driven by several long-term development activities. For example, the Governor's Research Center program was developed to accelerate research competitiveness and strengthen the state's economy by placing a greater emphasis on the translation of basic research into commercial endeavors. Other initiatives, such as the Graduate Education and Applied Research (GEAR) Center are intended to further cultivate a number of nascent entrepreneurial ventures, including start-up companies. Further, the development of research parks in Brookings and Sioux Falls has provided additional opportunities for innovation, commercialization, and entrepreneurship across the university system.

¹⁸ Defined as: Number of new companies launched that are designed to commercialize university-generated research

Indicator 15 Research and Economic Development: *STEM Graduates*¹⁹

Status: In Progress

Summary: Loosely following the same trend seen for Indicator 1 (undergraduate degree awards) and Indicator 2 (graduate degree awards), the data below indicate a small but continuous rise in the number of students completing STEM-related majors in the university system. Extrapolated several more years, this trend appears poised to eclipse the board's goal of 1,950 STEM graduates by the year 2020.

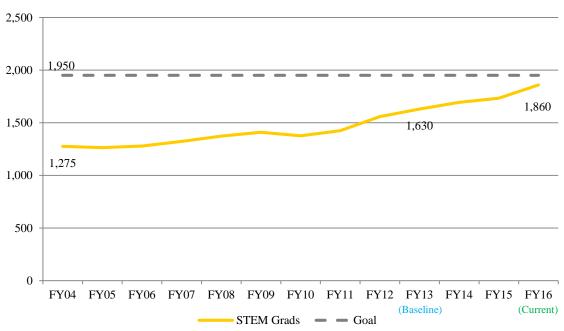


Figure 15 STEM Graduates

Discussion: A chorus of observers – from policymakers to industry leaders to educators – continues to call for an increased focus on the development of a STEM-oriented workforce. These calls are well-founded in the context of the current skills-based economy, with STEM occupations frequently offering high pay and strong demand. In the regental system, growth in this area has been driven by a wide assortment of disciplines, but has been led mainly by agriculture, engineering, and biological sciences. At the institutional level, SDSU has recorded by far the largest gains in STEM graduates over the last decade, jumping from 538 graduates in FY2004 to 836 graduates in FY2015.

¹⁹ Defined as: Number of students completing a major in a science, technology, engineering, or mathematics field

Indicator 16 Affordability and Accountability: *Three-Year Federal Loan Default Rate*²⁰

Status: In Progress

Summary: South Dakota's federal loan default rates (the proportion of students defaulting on federal student loans) have been dependably low for many years. South Dakota routinely ranks among the nation's best with respect to student loan default, and the regental system consistently outperforms all other institutional sectors in South Dakota specifically. For instance, the regental system's 2012 default rate of 6.1 percent was less than half of that recorded for the state's technical institutes (13.6 percent). Trend data continue to suggest the strong possibility of reaching the board's 2020 goal of 5.3 percent.

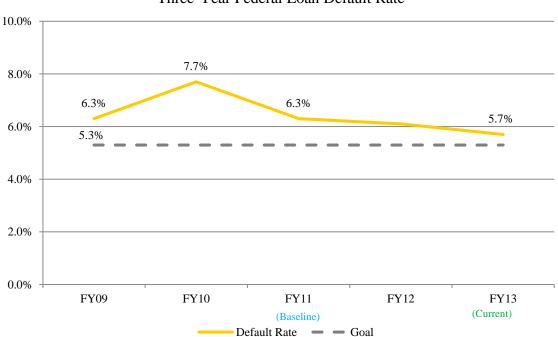


Figure 16 Three-Year Federal Loan Default Rate

Discussion: Default rates represent a cumulative effect of multiple dynamics, including college affordability, completion rates, and workforce conditions. That said, further improvement in national and state economic conditions may continue to push default rates downward. It should be noted that three-year default rate data have been available for a limited number of years, and hence restrict the scope of available trending. Further, default rates are calculated using cohorts of students who completed degrees more than two years prior, meaning that the data shown above are (by design) lagged somewhat.

²⁰ Defined as: Percent of federal student loan borrowers entering repayment in a given fiscal year who default on their loans by the end of the second following fiscal year

Indicator 17 Affordability and Accountability: *Regional Rank for Undergraduate Tuition and Fees*²¹

Status: In Progress

Summary: Data indicate that, under this performance measure, South Dakota universities have become less affordable over the last decade in comparison with regional peers. While South Dakota once ranked near the middle of eight Midwestern states with respect to undergraduate costs, it since has moved decidedly toward the high end of the cost distribution. By 2016, only one neighboring state (Minnesota) charged more to resident undergraduates.

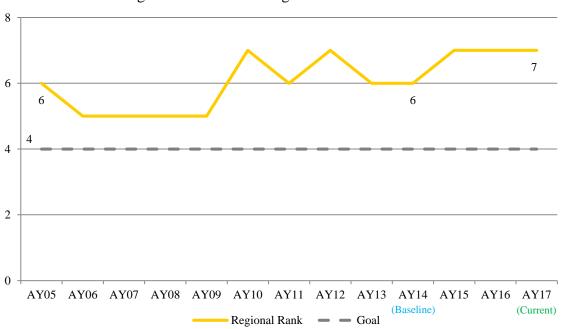


Figure 17 Regional Rank for Undergraduate Tuition and Fees

Discussion: Regional rank is merely a proxy for actual cost, and by the measure of actual cost, South Dakota's eroding affordability appears even more conspicuous. From 2005 to 2016, the eight-state average for resident undergraduate tuition and fees increased by 36.9 percent (from \$5,300 to \$7,200 per year). Over the same period, the analogous figure in South Dakota rose by 76.6 percent (from \$4,800 to \$8,500).²² Additional data suggest that this challenge is exacerbated by the state's comparative lack of student aid. In fact, in terms of average net price (total cost minus grant aid), South Dakota's public universities are now among the most expensive in the country.²³

²¹ Defined as: South Dakota's regional rank for tuition and fees for resident undergraduates at four-year public universities, out of eight regional neighbors

²² See <u>https://www.sdbor.edu/mediapubs/student-costs/Pages/default.aspx</u>

²³ See https://www.sdbor.edu/dashboards/Pages/University-Affordability.aspx

Indicator 18 Affordability and Accountability: *Percent of Operating Budget Funded by the State*²⁴

Status: In Progress

Summary: Taken from what was once known colloquially as the board's "X-graph" (named for the "X" shape created by crossing trend lines), the data below indicate a distinct closing of the gap between state support and student support in the public university system. After reaching an all-time low of 38 percent in FY2012, several years of renewed investment by the state have led to a slow return of the state's share toward the targeted 50 percent mark.

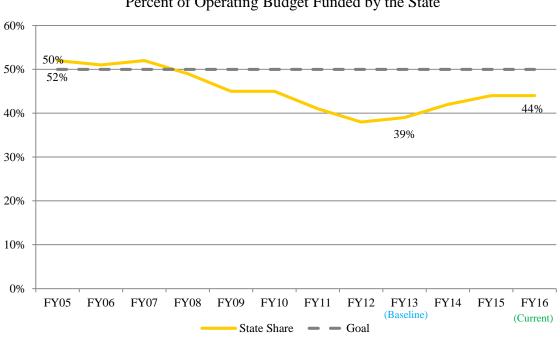


Figure 18 Percent of Operating Budget Funded by the State

Discussion: Like so many performance measures in higher education, the "state share" indicator is subject to a host of moving parts, only some of which are under the direct control of the university system. The rebound in state support depicted above is attributable mainly to two recent tuition freeze requests supported by the governor and legislature. Given the affordability data presented on the previous page, this support from the state appears increasingly crucial.

²⁴ Defined as: Percent of university operating budgets sourced from state general fund appropriations

Indicator 19 Affordability and Accountability: *Students Served by Special Schools, SDSD*²⁵

Status: Met

Summary: The South Dakota School for the Deaf serves students through partnerships with the Brandon Valley School District (Auditory-Oral program), the Harrisburg School District (Bilingual – American Sign Language and English program), and through various outreach services to families and schools. The graph below displays the combined fall participation history for all educational and consultative program areas offered by SDSD. In Fall 2015, participation numbers surged to 487, a number surpassing the board's 2020 goal, and also setting a new recent high. Typically, students participating in SDSD's outreach programs represent upward of 90 percent of the students depicted here. It should be noted that the above figures do not include students served by SDSD's Mobile Hearing Lab program, which provided audiological screenings to more than 13,000 children in FY2016.

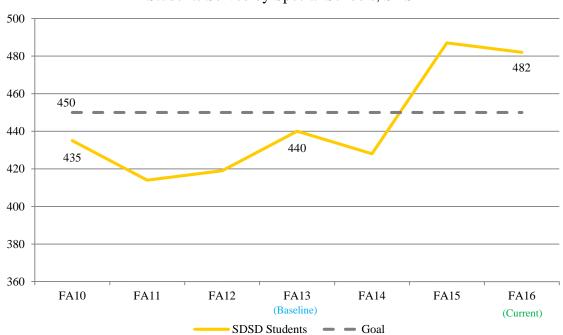


Figure 19 Students Served by Special Schools, SDSD

Discussion: It should be noted that the board's strategic goal of increasing student participation in SDSD programs aligns well with SDSD's own strategic objectives, which include a focus on raising both the scope and the quality of services offered through the school.²⁶

²⁵ Defined as: Number of students served in any capacity by the South Dakota School for the Deaf

²⁶ See <u>http://sdsd.sdbor.edu/documents/SDSD-Strategic-Plan.pdf</u>

Indicator 20 Affordability and Accountability: Students Served by Special Schools, SDSBVI²⁷

Status: Met

Summary: The range of services offered by the South Dakota School for the Blind and Visually Impaired includes on-campus instruction and residential services at SDSBVI's campus in Aberdeen, summer school programming, off-campus outreach services, and diagnostic evaluations. Combined fall participation data for these program areas are shown below. On average, approximately 250 students are served each year by SDSBVI, led mainly by those participating in the school's various outreach programs. These figures do not include diagnostic evaluations delivered by the school.

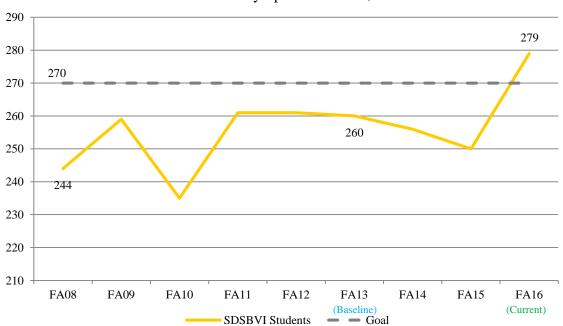


Figure 20 Students Served by Special Schools, SDSBVI

Discussion: As with the South Dakota School for the Deaf, the South Dakota School for the Blind and Visually Impaired has established the expansion of statewide services as a major strategic objective.²⁸ So while both SDBOR and SDSBVI have placed an emphasis on increasing student participation, SDSBVI is careful to point out that other goals – such as building resource networks, fostering public awareness, and collaborating with partner institutions – are likewise important.

²⁷ Defined as: Number of students served in any capacity by the South Dakota School for the Blind and Visually Impaired ²⁸ See http://sdsbvi.northern.edu/documents/Strategic-Plan.pdf

Planning Session

AGENDA ITEM: 2 – G DATE: August 7-9, 2018

SUBJECT

Special Analysis: Institutional Mission Statements

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives BOR Policy 1:10:1 – USD Mission Statement BOR Policy 1:10:2 – SDSU Mission Statement BOR Policy 1:10:3 – SDSM&T Mission Statement BOR Policy 1:10:4 – BHSU Mission Statement BOR Policy 1:10:5 – DSU Mission Statement BOR Policy 1:10:6 – NSU Mission Statement BOR Policy 1:10:7 – SDSD Mission Statement BOR Policy 1:10:8 – SDSBVI Mission Statement

BACKGROUND / DISCUSSION

Board Policy 1:10 establishes that "Curriculum and instruction at each institution shall conform to statutorily established objectives.... The mission statement for each institution shall include an explanation of the purpose established by the legislature and the programs authorized by the Board to implement that purpose." Board Policies 1:10:1 through 1:10:6 identify the unique mission statements for each Regental institution. However, these policies have not undergone review in over a decade.

Board staff and the Academic Affairs Council (AAC) have worked to propose updates to Board Policies 1:10:1 through 1:10:6 to more accurately reflect curriculum and programs approved by the Board for each institution and to comply with Board Policy 1:10. AAC initially discussed proposed revisions at their <u>April 2017</u> meeting. AAC continued these discussions at the <u>October 2017</u> and <u>February 2018</u> meetings. Board staff also solicited suggested edits to the policies through email with each university provost as well as follow up phone conversations when needed. In addition, the Council of Presidents (COPS) received an overview of the proposed revisions at their April 2018 and further discussed the proposed revisions at their July 2018 meeting.

Attachment I includes an analysis of current issues with institutional mission statement policies, including a summary of short-term policy revision proposals, as well as longer-

(Continued)

INFORMATIONAL ITEM

Institutional Mission Statements August 7-9, 2018 Page 2 of 2

> term issues that the Board may wish to address as part of their strategic planning process. These longer-term issues include differences that have emerged between Board-approved mission statements and institution-approved mission statements in addition to inconsistencies that exist in current mission statements.

IMPACT AND RECOMMENDATION

As noted recently in a publication from the Association of Governing Boards of Universities and Colleges (AGB), "The mission of a college or university should serve as its North Star, the standard by which key decisions are made and strategic directions are set. It's the reason the institution exists." Therefore it is imperative that regents familiarize themselves with the existing missions of each institution as well as conduct periodic review to ensure the missions still serve their intended purpose.

The proposed policy revisions do not fundamentally alter the statutory or Board approved missions for Regental institutions. The proposed revisions align the policies with the stated objectives of Policy 1:10, recognize the approved academic program and curriculum areas at each institution, and establish the degree authorization for each institution.

Additional information is provided in Attachment I for future consideration by the Board to improve the clarity of institutional missions. Each institution has evolved since the Board adopted the current missions. As the Board engages in strategic planning, they may wish to work with university presidents and other stakeholders to refine the mission statements embedded in Board Policy.

ATTACHMENTS

Attachment I – Special Analysis: Institutional Mission Statements Attachment II – Proposed Revisions to BOR Policy 1:10:1 USD Mission Statement Attachment III – Proposed Revisions to BOR Policy 1:10:2 SDSU Mission Statement Attachment IV – Proposed Revisions to BOR Policy 1:10:3 SDSM&T Mission Statement Attachment V – Proposed Revisions to BOR Policy 1:10:4 BHSU Mission Statement Attachment VI – Proposed Revisions to BOR Policy 1:10:5 DSU Mission Statement Attachment VII – Proposed Revisions to BOR Policy 1:10:6 NSU Mission Statement Attachment VIII – BOR Policy 1:10:7 SDSD Mission Statement Attachment IX – BOR Policy 1:10:8 SDSBVI Mission Statement



*** Special Analysis *** Institutional Mission Statements

A real challenge for board members and boards as a whole is to be sure that all the campuses that they govern... are devising and living out a mission that is in line with the statewide mission that has been articulated by the board itself with other policymakers generally, including the governor and others who have helped devise statewide master and strategic plans... There's almost nothing more important coming forward to a board, a system board, than a new iteration of a mission statement drafted by a campus... [The mission] still links and connects to and does not contradict the state plan for higher education that we're all working toward and on which our legislative appropriation is premised.¹

- Sheila Stearns, former Montana Commissioner of Higher Education

I. Introduction

Institutional mission statements serve valuable purposes. The mission of the institution is integral in strategic planning, determining academic programming, and setting financial priorities. In South Dakota, institutional mission statements aid in defining how each university fits within the Board of Regents' overall mission for higher education in the state. As noted recently in a blog post published by the Association of Governing Boards of Universities and Colleges (AGB), "The mission of a college or university should serve as its North Star, the standard by which key decisions are made and strategic directions are set. It's the reason the institution exists."²

It is important that regents familiarize themselves with each institution's mission, as well as periodically reviewing missions to ensure such statements accurately and adequately represent the Board's vision. Institutional missions are prone to change over time as institutions evolve. Such evolution is normal and often encouraged. However, such evolution can have financial implications for institutions and the system. A 2008 report from the Western Interstate Commission for Higher Education (WICHE) notes that "mission is actually a finance issue and thus must be in sync with all other higher education finance policies – tuition, appropriations, and

¹ Sheila Stearns, "Public Universities' Missions," Association of Governing Boards of Universities and Colleges (AGB), available from <u>https://www.agb.org/agbu/video/video-public-universities-missions</u>.

² Susan Whealler Johnston, "Quick – Can You State the Mission of Your Institution?" Association of Governing Boards of Universities and Colleges (AGB), AGB Blog (June 2015), available from https://www.agb.org/blog/2015/06/02/quick-can-you-state-the-mission-of-your-institution.

financial aid policies."³ Changes to institutional missions have intended and unintended consequences and positive and negative effects. Therefore, changes to institutional missions, and Board Policies related to institutional missions, should come with careful review.

The item that follows has two key components. First, Section III of this attachment and Attachments II-VII identify proposed revisions for Board Policies related to institutional mission statements. It is important to note that the proposed revisions do not alter the actual missions for each institutions as approved by the Board of Regents. The proposed revisions update the curriculum approved by the Board for each university within policy, a necessity given that the policies have not received updates since 2003 and Board Policy 1:10 requires the mission statements to include programs authorized by the Board. Second, as the Board begins the process of updating their strategic plan, it is an opportune time to review institutional missions to ensure they meet the needs of the regents, system, state, and universities. Section IV of this attachment identifies some considerations that the Board should keep in mind as part of that process.

II. Historical Development of Current Policies 1:10:1 through 1:10:6

Board Policies 1:10:1 through 1:10:6 set out the Board-approved missions for each institution. In addition, South Dakota Codified Law (SDCL) 13-57 through 13-60 provides the statutory authority for each institution. The existing institutional mission policies evolved over a twelve-year period. The Board approved mission statements for each institution in March 1991, reviewing and updating them in May 1996. In May 2002, the Board and Council of Presidents (COPS) requested the Academic Affairs Council (AAC) create a new format for mission statements to include statements of purpose for each institution while removing excessive language (e.g., inclusion of research areas, public service specialties, centers approved by the Board, etc.). In December 2003, the Board approved the current versions of the institutional mission statement policies. The Board also authorized institutions to create "an institutional profile statement . . . that includes a more detailed explanation of university purpose as well as sections on scholarship, public service, continuing education, and off-campus delivery."⁴ Since early 2004, two sets of institutional mission statements have existed – those formally approved by the Board of Regents and those adopted by individual institutions.

III. Short-term Proposed Policy Revisions

The proposed revisions to Board Policy mission statements (see Attachments II-VII) do not fundamentally alter the Board's approved-mission statements. The intent of the proposed revisions is to make the statements more functional and more accurately represent the curricula approved by the Board in the last fifteen years. The attached proposed versions of Board Policies 1:10:1 through 1:10:6 are in the updated policy format with current policy language shown in comment bubbles to aid in comparing existing and proposed language. A broad summary of the changes follows:

1. Replaced summaries of the Legislature's approved statutory mission for each institution with the statutory mission actual language from SDCL.

³ David A. Longanecker, "Getting What You Pay For – Mission Differentiation vs. Mission Creep: Higher Education's Battle Between Creationism and Evolution," Western Interstate Commission for Higher Education (WICHE) (2008), available from <u>https://www.wiche.edu/info/gwypf/dal_mission.pdf</u>.

⁴ South Dakota Board of Regents, "Agenda Item X-1: University Mission Statement Policy Revisions," December 9-10, 2003.

- 2. Updated curriculum sections to more accurately reflect broad fields of academic programming approved by the Board for each institution.
- 3. Addition of a section indicating the formal degrees approved for each institution (e.g., Bachelor of Science, Bachelor of Fine Arts, etc.).
- 4. Addition of language authorizing each institution to offer online programming.
- 5. Addition of language recognizing BHSU as the administrative lead institution at Black Hills State University Rapid City and USD as the administrative lead institution at the University Center Sioux Falls.

IV. Long-term Issues for Consideration

The following items represent additional information for the Board of Regents to consider if the Board decides to review, update, or modify existing institutional missions.

A. Higher Learning Commission Requirements

The institutional accreditation agency to which South Dakota belongs, the Higher Learning Commission (HLC), requires the Board to periodically review institutional missions. HLC establishes <u>Criteria for Accreditation</u> as "the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation."⁵ HLC's first criterion is "Criterion 1: Mission," which in part addresses expectations of the Board of Regents as the institution's governing board relative to institutional missions. These include but are not limited to: the institution's mission guides its operations; the governing board adopts the mission; the institution's academic programs, budget priorities, and associated services are consistent with its mission; and the mission is publicly articulated.

B. Special School Missions

Board Policies 1:10:7 (School for the Deaf) and 1:10:8 (School for the Blind and Visually Impaired) contain the mission statements for the special schools. These policies last received updates in 1991 and 1998, respectively. The Board should review the existing policies with the Superintendent to determine if updates are warranted. The existing special school mission policies are included as Attachments VIII and IX.

C. Inconsistencies in Mission Statements

The institutional mission statements currently embedded in Board Policies have several inconsistencies and contradictions. In addition, as each institution has crafted profile statements about the purpose of their institutions for their individual websites, additional inconsistencies and contradictions have emerged. It is up to the Board to determine if these inconsistencies and contradictions are counter to the Board's understanding of individual institutional missions and require revision. Examples of these inconsistencies are below:

1. Board Policy 1:10:1 refers to USD as "the liberal arts university" in South Dakota, grammatically indicating only one liberal arts university exists within the system. In addition, the mission stated on USD's website indicates USD is "the only public liberal arts university in the state." However, Board Policy 1:10:4 states BHSU is a "liberal arts university," and both BHSU and NSU refer to themselves as liberal arts universities on

⁵Higher Learning Commission, "Policy Title: Criteria for Accreditation," Number: CRRT.B.10.010, available from <u>https://www.hlcommission.org/Policies/criteria-and-core-components.html</u>.

their websites. Does South Dakota have one or multiple liberal arts universities? Is the term "liberal arts" still useful in describing the function of one or more of these universities?

2. Board Policy 1:10:4 refers to USD as "the comprehensive university" in South Dakota, grammatically indicating only one comprehensive university exists within the system. Board Policy 1:10:4 refers to BHSU as a "multipurpose university." However, BHSU's mission on their website refers to the school as a "comprehensive university." The definitions of "comprehensive" and "multipurpose" are similar, but not identical. Does South Dakota have one or multiple "comprehensive" universities? Is the term "comprehensive" still useful in describing the function of one or more South Dakota universities?

3. Board Policy 1:10:3 states that SDSM&T is "the technological university" in South Dakota, grammatically indicating only one technological university exists within the system. However, in Board Policy 1:10:5, DSU's mission includes offering academic programs that "are technology-infused." Does South Dakota have one, two, or multiple universities with a technology focus? Are the terms "technological/technology" still useful in describing the function of one or more South Dakota universities?

4. Board Policy 1:10:2 emphasizes SDSU's "transference of knowledge through the Cooperative Extension Service with a presence in every county and through other entities, especially to serve the citizens of South Dakota." SDSU's website version of its mission, however, makes no mention of the Cooperative Extension Service. Is the Cooperative Extension Service still part of the essential mission of SDSU? Is reference to the Cooperative Extension Service in the Board-approved mission statement still applicable?

5. Board Policy 1:10:6 lacks a unique distinction for NSU relative to the Board-approved missions for other institutions. The exception is the inclusion of an "emphasis on E-learning in the university curriculum and service." While NSU maintains the Center for Statewide E-Learning, the inclusion of E-learning in the university curriculum reflects all six universities currently. What does the Board see as the unique mission for NSU moving forward? Is E-Learning still where the university and Board see NSU as distinct?

6. All Board-approved mission statements in Board Policies 1:10:1 through 1:10:6 include reference to the geographic scope of the institution's teaching, research, and service efforts. For example, BHSU, SDSU, and DSU are designated as serving the state and region. Conversely, SDSM&T, NSU, and USD are designated as serving the state, region, and nation (in the case of USD, this is indicated by "State of South Dakota, the region, and beyond"). Mission statements on institutional websites expand this scope: BHSU expands their scope to include "the nation and global community," SDSU includes "the nation and the world," and DSU includes "national" and "global" references. What does the Board view as the scope of each institution's reach through teaching, research, and service? Should all institutions include references to national and global circumstances or does the Board continue to view certain institutions as limited to state and regional reach?

D. Differences in Board-approved and Institutional-approved Missions

In 2003, the Board authorized each institution to create a profile statement with additional details about the university's purpose and post it to their website. Over time, each institution has developed their own mission statements, often supported by additional vision, value, and related statements. The institution-approved statements typically relate to the Board's approved mission but also make subtle alterations. The Board should assess whether they find the two sets of mission statements compatible, in conflict, or in need of revision, as well as whether or not two sets of missions are appropriate. The Board-approved and institutional-approved mission statements are presented below:

DAKOTA STATE UNIVERSITY

Board Policy 1:10:5

The Legislature established Dakota State University as an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL § 13-59-2.2. A special emphasis is the preparation of the elementary and secondary teachers with expertise in the use of computer technology and information processing in the teaching and learning process.

The Board implemented SDCL § 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region. Dakota State University is a member of the South Dakota System of Higher Education.

DSU Website

Mission

DSU provides learning that integrates technology and innovation to develop graduates ready to contribute to local, national, and global prosperity.

Vision

Building upon its distinctive mission, DSU will become:

- The university of choice for those seeking a student-centered institution that offers innovative programs grounded in teaching, research, technology, scholarship, and service excellence.
- An academic community that serves as an economic engine in local, national, and global markets.
- A campus recognized for its achievements in continuous quality improvement.

Values

- Student success
- University-wide Excellence
- Distinction in Teaching, Scholarship, and Service
- Academic Freedom and Integrity
- Diversity, Respect, and Inclusion
- Continuous Improvement
- Community, Collaboration, and Communication
- Technology and Innovation inside and outside the classroom

UNIVERSITY OF SOUTH DAKOTA

Board Policy 1:10:1

The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university with the South Dakota System of Higher Education.

USD Website

Our Mission:

The University of South Dakota offers undergraduate, graduate and professional programs within the South Dakota System of Higher Education. As the oldest university in the state, the University of South Dakota serves as the flagship and the only public liberal arts university in the state.

Our Vision:

To be the best small, public flagship university in the nation built upon a liberal arts foundation.

Our Values:

The University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence.

SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY

Board Policy 1:10:3

The role of the South Dakota School of Mines and Technology is that of a technological university specializing in undergraduate and graduate education emphasizing science and engineering. Degrees are authorized at the baccalaureate, masters, and doctoral levels.

The legislature established the South Dakota School of Mines and Technology to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in engineering and the natural sciences and other courses or programs as the Board of Regents may determine. (SDCL 13-60-1)

The Board implemented SDCL 13-60-1 by authorizing graduate and undergraduate programs in engineering and the sciences to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The South Dakota School of Mines and Technology is the technological university within the South Dakota System of Higher Education.

SDSMT Website

OUR VISION is for the South Dakota School of Mines & Technology to be recognized as an exceptional engineering and science university.

OUR MISSION is

- to prepare leaders in engineering and science;
- to advance knowledge and its application;
- and to serve the state of South Dakota, the region, and the nation.

INCLUSION & DIVERSITY

South Dakota School of Mines & Technology is committed to cultivating an inclusive learning environment where faculty, staff, and students can grow and succeed. We value the diversity of unique backgrounds, experiences, perspectives, and talents within our community. It is our goal to promote a culture of respect, honor, understanding, integrity, and collaboration. It is through this diversity and inclusion that we find our strength.

SOUTH DAKOTA STATE UNIVERSITY

Board Policy 1:10:2

The legislature established South Dakota State University as the Comprehensive Land Grant University to meet the needs of the State and region by providing undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine (SDCL 13-58-1).

The Board implemented SDCL 13-58-1 by authorizing South Dakota State University to serve students and clients through teaching, research, and extension activities. The University's primary goal is to provide undergraduate and graduate programs at the freshman through the doctoral levels. The university complements this goal by conducting nationally competitive strategic research and scholarly and creative activities. Furthermore, South Dakota State University facilitates the transference of knowledge through the Cooperative Extension Service with a presence in every county and through other entities, especially to serve the citizens of South Dakota. South Dakota State University is unique within the South Dakota System of Higher Education because of its comprehensive land grant mission. The mission is implemented through integrated programs of instruction, the Cooperative Extension Service, the Agricultural Experiment Station, and numerous auxiliary and laboratory services.

SDSU Website

Vision

As a leading land-grant university, South Dakota State University champions the public good through engaged learning, bold and innovative research and creative activities, and stewardship within a global society.

Mission

South Dakota State University offers a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation, and the world.

Core Values

- Excellence in learning, discovery and engagement
- Passion for the institutional mission
- Improved quality of life for the people and communities of South Dakota, our nation and the world
- Appreciation for academic, scientific and humanitarian achievements
- Curiosity and innovation
- Acceptance and embracement of diverse cultures and perspectives
- Civility, integrity and trustworthiness
- Transparency in decision-making and information sharing
- Fiscal and programmatic accountability
- Economic and environmental sustainability

Goals

IMPACT 2018 strategic goals are grounded in the University's commitment to core values. By achieving these goals, South Dakota State University will impact the state, the region, the nation and the world.

Goal 1: Academic Excellence

Promote academic excellence through quality programs, engaged learners and an innovative teaching and learning environment.

Goal 2: Research & Innovation

Generate new knowledge, encourage innovations and promote artistic and creative works that contribute to the public good and result in social, cultural or economic development for South Dakota, the region, the nation and the world.

Goal 3: Outreach

Extend the reach and depth of the University by developing strategic programs and collaborations.

Goal 4: High-Performing University

Secure human and fiscal resources to ensure high performance though enhanced financial, management and governance systems.

BLACK HILLS STATE UNIVERSITY

Board Policy 1:10:4

The legislature established Black Hills State University as a liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs.

The Board implemented SDCL 13-59-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education, to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota and the region. Black Hills State University is the only multipurpose university in Western South Dakota.

BHSU Website

University Vision

Black Hills State University will be the region's leading university in undergraduate research and sustainability whose graduates will enact global change through leadership, stewardship, and scholarship.

University Mission

Black Hills State University is a master's level university that promotes excellence in teaching and learning; supports research, creative and scholarly activities and provides service to the state, region, nation and global community. BHSU provides innovative, high quality undergraduate (associate and baccalaureate) programs in the arts, humanities, education, behavioral sciences, mathematics, social sciences, natural sciences, business and technology as well as selected disciplines of strength at the graduate level. Black Hills State University is the only comprehensive University in western South Dakota.

BHSU Values

As members of the Black Hills State University community, we value:

Student Success: Serving and inspiring our students through life-changing learning experiences to become educated leaders and engaged citizens.

Academic Excellence: *Providing quality and rigorous programs with challenging exchange of ideas, offering opportunities for research, creative activity, and global engagement.*

Innovation: Leading with resourcefulness and creativity to develop programs and activities that meet the needs of the regional, national and global community.

Authenticity: Leading with integrity and sustainable best practices; honoring our heritage, celebrating our diversity, serving our community and thriving in the Spirit of the Black Hills.

NORTHERN STATE UNIVERSITY

Board Policy 1:10:6

The legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine. (SDCL 13-59-1)

The Board implemented SDCL 13-59-1 by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service.

NSU Website

MISSION

The primary purpose of Northern State University, at Aberdeen in Brown County...is the preparation of elementary and secondary teachers, and a secondary purpose is to offer pre-professional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents (SDCL 13-59-1)

PURPOSE

NSU is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of mission derives from its coeducational and residential character, its size and location, and its role as a public, state-sponsored university.

VISION

NSU will be a nationally-recognized, student-centered institution, committed to academic and extracurricular excellence, and providing global learning opportunities in a beautiful Midwestern setting.

VALUES

NSU's students, faculty and staff are drawn together by the following values:

Connection

- Valuing relationships by maintaining the highest ethical integrity in all we do.
- Valuing our community through a commitment to responsible stewardship.
- Valuing the future through the development of human intellectual, cultural, financial, and environmental resources.

Community

• Creating a vibrant community through teamwork, cooperation, and mutual respect in an environment that is diverse in knowledge, culture, and world view.

Education

- Expanding research and teaching to issues of importance to our community, state, and region.
- Assuring academic rigor and the highest standards of excellence in all intellectual inquiry.

Policy Manual

SUBJECT: University of South Dakota Mission Statement

NUMBER: 1:10:1

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the University of South Dakota mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. **DEFINITIONS**

1. Statutory Mission: The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of the University of South Dakota under SDCL 13-57-1 as:

Designated as South Dakota's Liberal Arts University, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

2. Board of Regents Implementation of Statutory Mission

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university of the South Dakota System of Higher Education.

The University of South Dakota is the administrative lead institution at the University Center in Sioux Falls and is approved to offer programs and courses online through the Internet.

University of South Dakota Mission Statement

Commented [PJ1]: <u>Current Language</u> The legislature established The University of South Dakota

as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university with the South Dakota System of Higher Education.

1.10.1

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

Business, Computer Science (in accordance with SDCL 13-59-2.2), Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Health Sciences, Humanities, Liberal Arts, Mathematics, Native American Studies, Nursing, Physical and Biological Sciences, Social Sciences, Sport Media and Administration, Sustainability, and Technical Leadership.

3.2. Master's and Specialist Level Curriculum

Biological and Physical Sciences, Biomedical Sciences and Biomedical Engineering, Business, Computer Science, Counseling, Education, Fine and Performing Arts, Humanities and Liberal Arts, Interdisciplinary Studies, Mathematics, Public Administration, Public Health, Social Sciences, Social Work, and Sustainability.

3.3. Doctoral Level Curriculum

Biological and Physical Sciences, Biomedical Sciences and Biomedical Engineering, Business, Counseling, Education, Health Sciences, Humanities and Liberal Arts, Law, Medicine, Social Sciences, and Sustainability.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Music (B.M.), Bachelor of Musical Arts (B.M.A.), Bachelor of Science (B.S.), Bachelor of Science in Education (B.S.Ed.), Bachelor of Science in Nursing (B.S.N.). Certificates in related fields.

4.2. Graduate Degrees

Doctor of Audiology (Au.D.), Doctor of Education (Ed.D.), Doctor of Medicine (M.D.), Doctor of Occupational Therapy (O.T.D.), Doctor of Philosophy (Ph.D.), Doctor of Physical Therapy (D.P.T.), Education Specialist (Ed.S.), Executive Master of Public Administration (E.M.P.A.), Juris Doctor (J.D.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Fine Arts (M.F.A.), Master of Law and Policy (M.E.L.P.), Master of Music (M.M.), Master of Professional Accountancy (M.P.A.), Master of Public Administration (M.S.A.), Master of Science in Administration (M.S.A.), Master of Science in Physical Therapy (t-D.P.T.). Certificates in related fields.

Commented [PJ2]: Current Language

Associate degree programs in dental hygiene, general studies, and nursing.

Baccalaureate programs in the arts and sciences, business, education, fine arts, health sciences, and medicine.

Commented [PJ3]: Current Language

Masters degrees in arts and sciences, business, education, fine arts, health sciences, and medicine.

Specialist degrees in education.

Doctoral degrees in arts and sciences, education, law, and medicine.

Professional programs in business, education (including elementary, secondary, and college teaching, counselor education, special education, and school administration), fine arts, health sciences, law, and medicine.

Commented [PJ4]: <u>Current Language</u> Degrees are authorized at the associate, baccalaureate, masters, education specialist, and doctoral levels.

University of South Dakota Mission Statement

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR October 1992; BOR December 1993; BOR May 1996; BOR December 2001; BOR December 2003.

University of South Dakota Mission Statement

Policy Manual

SUBJECT: South Dakota State University Mission Statement

NUMBER: 1:10:2

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the South Dakota State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. **DEFINITIONS**

1. Statutory Mission: The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of South Dakota State University under SDCL 13-58-1 as:

Designated as South Dakota's Land-grant University, South Dakota State University, formerly the State College of Agriculture and Mechanical Arts, located at Brookings, in Brookings County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.

2. Board of Regents Implementation of Statutory Mission

The Board implemented SDCL 13-58-1 by authorizing South Dakota State University to serve students and clients through teaching, research, and extension activities. The University's primary goal is to provide undergraduate and graduate programs at the freshman through the doctoral levels. The university complements this goal by conducting nationally competitive strategic research and scholarly and creative activities. Furthermore, South Dakota State University facilitates the transference of knowledge through the Cooperative Extension Service with a presence in every county and through other entities, especially to serve the citizens of South Dakota. South Dakota State University is unique within the South Dakota System of Higher Education because of its comprehensive land grant mission. The mission is implemented through integrated programs of instruction, the

South Dakota State University Mission Statement

Cooperative Extension Service, the Agricultural Experiment Station, and numerous auxiliary and laboratory services.

South Dakota State University is approved to offer programs and courses online through the Internet.

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

Agricultural and Food Sciences, Apparel Merchandising, the Arts, Architecture, Aviation, Computer Science (in accordance with SDCL 13-59-2.2), Construction and Manufacturing, Consumer Affairs, Education, Engineering, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Health Sciences, Human Sciences, Humanities, Liberal Arts, Management (non-business fields), Mathematics, Native American Studies, Natural Resources, Nursing, Pharmacy, Physical/Biological/Environmental Sciences, Social Sciences, Sport Media and Administration, and Technology.

3.2. Master's Level Curriculum

Agricultural Sciences, Architecture, Athletic Training, Computer Science, Education, Engineering, Human Sciences, Humanities, Liberal Arts, Mathematics and Statistics, Nursing, Operations Management, Physical and Biological Sciences, Public Health, and Social Sciences.

3.3. Doctoral Level Curriculum

Agricultural Sciences, Engineering, Nursing, Human Sciences, Pharmacy and Pharmaceutical Sciences, Physical and Biological Sciences, and Social Sciences.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Landscape Architecture (B.L.A.), Bachelor of Music Education (B.M.E.), and Bachelor of Science (B.S.). Certificates in related fields.

4.2. Graduate Degrees

Doctor of Nursing Practice (D.N.P.), Doctor of Pharmacy (Pharm.D.), Doctor of Philosophy (Ph.D.), Master of Architecture (M.Arch.), Master of Arts (M.A.), Master of Education (M.Ed.), Master of Engineering (M.Eng.), Master of Mass Communication (M.M.C.), Master of Public Health (M.P.H.), Master of Science (M.S.). Certificates in related fields.

Commented [PJ1]: Current Language

The legislature established South Dakota State University as the Comprehensive Land Grant University to meet the needs of the State and region by providing undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine (SDCL 13-58-1).

The Board implemented SDCL 13-58-1 by authorizing South Dakota State University to serve students and clients through teaching, research, and extension activities. The University's primary goal is to provide undergraduate and graduate programs at the freshman through the doctoral levels. The university complements this goal by conducting nationally competitive strategic research and scholarly and creative activities. Furthermore, South Dakota State University facilitates the transference of knowledge through the Cooperative Extension Service with a presence in every county and through other entities, especially to serve the citizens of South Dakota.

South Dakota State University is unique within the South Dakota System of Higher Education because of its comprehensive land grant mission. The mission is implemented through integrated programs of instruction, the Cooperative Extension Service, the Agricultural Experiment Station, and numerous auxiliary and laboratory services.

Commented [PJ2]: <u>Current Language</u> Associate degree programs in General Studies and General Agriculture.

Baccalaureate programs in the agricultural sciences, aviation, education, engineering and technology, human sciences, humanities and liberal arts, nursing, performing and visual arts, pharmaceutical sciences, physical and biological sciences, and social sciences.

Commented [PJ3]: Current Language

Masters degrees in arts and sciences, agricultural and biological sciences, human sciences, education and counseling, engineering and technology, and nursing.

Doctor of Philosophy Degrees in Agriculture and Engineering, and the Physical, Biological, and Social Sciences.

Professional programs – the Doctor of Pharmacy (Pharm D), Nursing (DNP).

Commented [PJ4]: <u>Current Language</u> Degrees are authorized at the Associate, Baccalaureate, Masters, Professional Doctorate, and Doctoral levels.

South Dakota State University Mission Statement

FORMS / APPENDICES:

None

SOURCE: BOR March 1991; BOR May 1996; BOR December 2003; BOR May 2011.

South Dakota State University Mission Statement

Policy Manual

SUBJECT: South Dakota School of Mines and Technology Mission Statement

NUMBER: 1:10:3

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the South Dakota School of Mines and Technology mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. **DEFINITIONS**

1. Statutory Mission: The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of the South Dakota School of Mines and Technology under SDCL 13-60-1 as:

The South Dakota School of Mines and Technology, formerly the State School of Mines, located at Rapid City, in Pennington County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in engineering and the natural sciences and other courses or programs as the Board of Regents may determine.

2. Board of Regents Implementation of Statutory Mission

The role of the South Dakota School of Mines and Technology is that of a technological university specializing in undergraduate and graduate education emphasizing science and engineering.

The Board implemented SDCL 13-60-1 by authorizing graduate and undergraduate programs in engineering and the sciences to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The South Dakota School of Mines and Technology is the technological university within the South Dakota System of Higher Education.

South Dakota School of Mines and Technology is approved to offer programs and courses online through the Internet.

South Dakota School of Mines and Technology

1.10.3

Commented [PJ1]: Current Language

The role of the South Dakota School of Mines and Technology is that of a technological university specializing in undergraduate and graduate education emphasizing science and engineering. Degrees are authorized at the baccalaureate, masters, and doctoral levels.

A.The legislature established the South Dakota School of Mines and Technology to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in engineering and the natural sciences and other courses or programs as the Board of Regents may determine. (SDCL 13-60-1)

The Board implemented SDCL 13-60-1 by authorizing graduate and undergraduate programs in engineering and the sciences to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The South Dakota School of Mines and Technology is the technological university within the South Dakota System of Higher Education.

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

Computer Science (in accordance with SDCL 13-59-2.2), Engineering, Entrepreneurship, Physical and Natural Sciences, Mathematics, and Technology.

3.2. Master's Level Curriculum

Engineering, Paleontology, Physical/Natural/Atmospheric Sciences, and Technology.

3.3. Doctoral Level Curriculum

Engineering, Physical/Natural/Atmospheric Sciences, and Technology.

4. Authorized Degrees

- 4.1. Undergraduate Degrees
 - Associate of Arts (A.A.) and Bachelor of Science (B.S.). Certificates in related fields.

4.2. Graduate Degrees

Doctor of Philosophy (Ph.D.), Master of Engineering (M.Eng.), and Master of Science (M.S.). Certificates in related fields.

Commented [PJ2]: <u>Current Language</u> An Associate degree program in general studies is approved.

Baccalaureate degree programs in engineering, mathematics and science are approved.

Commented [PJ3]: <u>Current Language</u> Masters degree programs in engineering and science are approved.

Doctoral degree programs in engineering and science are approved.

Commented [PJ4]: <u>Current Language</u> Degrees are authorized at the associate, baccalaureate, masters, and doctoral levels.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1996; BOR December 2003.

South Dakota School of Mines and Technology

Policy Manual

SUBJECT: Black Hills State University Mission Statement

NUMBER: 1:10:4

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the Black Hills State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. **DEFINITIONS**

1. Statutory Mission: The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of Black Hills State University under SDCL 13-59-1 as:

The primary purpose of . . . Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.

2. Board of Regents Implementation of Statutory Mission

The Board implemented SDCL 13-59-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education, to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota and the region. Black Hills State University is the only multipurpose university in western South Dakota. Black Hills State University is a member of the South Dakota System of Higher Education.

Black Hills State University is the administrative lead institution at Black Hills State University-Rapid City and is approved to offer programs and courses online through the Internet.

3. Curriculum

The following curriculum is approved for the university:

Black Hills State University Mission Statement

1.10.4

Commented [PJ1]: Current Language

The legislature established Black Hills State University as a liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs.

The Board implemented SDCL 13-59-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education, to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota and the region. Black Hills State University is the only multipurpose university in Western South Dakota.

3.1. Undergraduate Major Level Curriculum

American Indian Studies, Business, Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Human Services, Humanities, Liberal Arts, Mathematics, Physical/Biological/Environmental Sciences, Social Sciences, and Tourism and Hospitality.

3.2. Master's Level Curriculum

Business, Education, Integrative Genomics, Strategic Leadership, and Sustainability.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Science (B.S.), and Bachelor of Science in Education (B.S.Ed.). Certificates in related fields.

4.2. Graduate Degrees

Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), and Master of Science (M.S.). Certificates in related fields.

Commented [PJ2]: Current Language

Associate degree programs in business, drafting, general studies, network administration, paraprofessional education, tourism and hospitality management, and web administration.

Baccalaureate programs in business, education, human services, industrial technology, liberal arts and sciences, and wellness.

Commented [PJ3]: <u>Current Language</u> Masters degrees in Education, Business, and Integrative Genomics.

Commented [PJ4]: <u>Current Language</u> Degrees are authorized at the associate, baccalaureate, and masters levels

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1995; BOR May 1996; BOR December 2003; BOR August 2006.

Black Hills State University Mission Statement

Policy Manual

SUBJECT: Dakota State University Mission Statement

NUMBER: 1:10:5

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the Dakota State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. **DEFINITIONS**

1. Statutory Mission: The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of Dakota State University under SDCL 13-59-2.2 as:

The primary purpose of Dakota State University at Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. The secondary purpose is to offer two-year, one-year and short courses for application and operator training in the areas authorized by this section.

This authorization includes the preparation of elementary and secondary teachers with emphasis in computer and information processing.

Except for degree programs in existence during the 1983-84 academic year, the unique baccalaureate programs authorized for Dakota State University shall not be duplicated by the Board of Regents.

2. Board of Regents Implementation of Statutory Mission

The Board implemented SDCL 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region. Dakota State University is a member of the South Dakota System of Higher Education.

Dakota State University Mission Statement

Dakota State University is approved to offer programs and courses online through the Internet.

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

Business, Computer and Cyber Sciences, Digital Arts and Design, Education, Entrepreneurship, Exercise Science, General Studies, Information Technology and Security, Mathematics, Physical and Biological Sciences, and Respiratory Care.

3.2. Master's Level Curriculum

Business, Computer and Cyber Sciences, Education, and Information Technology and Security.

3.3. Doctoral Level Curriculum

Information Systems and Cyber Security.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.), Bachelor of General Studies (B.G.S.), Bachelor of Science (B.S.), and Bachelor of Science in Education (B.S.Ed.). Certificates in related fields.

4.2. Graduate Degrees

Doctor of Science (D.Sc.), Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), and Master of Science (M.S.). Certificates in related fields.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; January 1994; BOR May 1996; BOR October 1999; BOR August 2000; BOR December 2003; BOR August 2006; BOR August 2007.

Dakota State University Mission Statement

1:10:5

Commented [PJ1]: Current Language

The Legislature established Dakota State University as an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL § 13-59-2.2. A special emphasis is the preparation of the elementary and secondary teachers with expertise in the use of computer technology and information processing in the teaching and learning process.

1)The Board implemented SDCL § 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region. Dakota State University is a member of the South Dakota System of Higher Education.

Commented [PJ2]: Current Language

Associate degree programs are approved in allied health care, business, general studies, and information technology.

Baccalaureate programs are approved in allied health care, business, education, information technology, mathematics, and sciences.

Commented [PJ3]: Current Language

Masters degree programs are approved in education and information technology.

A Doctor of Science degree in Information Systems is approved.

Commented [PJ4]: <u>Current Language</u> Degrees are authorized at the associate, baccalaureate, masters and doctoral levels

Policy Manual

SUBJECT: Northern State University Mission Statement

NUMBER: 1:10:6

A. PURPOSE

To comply with provisions of Board Policy 1:10 requiring the Northern State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.

B. **DEFINITIONS**

1. Statutory Mission: The institutional mission defined under South Dakota Codified Law (SDCL).

C. POLICY

1. Statutory Mission

The legislature established the statutory mission of Northern State University under SDCL 13-59-1 as:

The primary purpose of Northern State University, at Aberdeen in Brown County... is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.

2. Board of Regents Implementation of Statutory Mission

The legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine. The Board implemented SDCL 13-59-1 by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service. Northern State University is a member of the South Dakota System of Higher Education.

Northern State University is approved to offer programs and courses online through the Internet.

Commented [PJ1]: Current Language

The legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine. (SDCL 13-59-1)

The Board implemented SDCL 13-59-1 by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service.

Northern State University Mission Statement

3. Curriculum

The following curriculum is approved for the university:

3.1. Undergraduate Major Level Curriculum

Business, Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Humanities, Information Systems (in accordance with SDCL 13-59-2.2), Liberal Arts, Mathematics, Physical/Biological/Environmental Sciences, Social Sciences, and Sport Media and Administration.

3.2. Master's Level Curriculum

Banking and Financial Services, Counseling, E-learning, and Education.

4. Authorized Degrees

4.1. Undergraduate Degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Music Education (B.M.E.), Bachelor of Science (B.S.), and Bachelor of Science in Education (B.S.Ed.). Certificates in related fields.

4.2. Graduate Degrees

Master of Arts (M.A.), Master of Music Education (M.M.E), Master of Science (M.S.), and Master of Science in Education (M.S.Ed.). Certificates in related fields.

Commented [PJ2]: <u>Current Language</u> Associate degree programs in arts and sciences, business, education and fine arts.

Baccalaureate degree programs in arts and sciences, business, education, and fine arts.

Commented [PJ3]: <u>Current Language</u> Masters degrees in education and E-learning.

Commented [PJ4]: <u>Current Language</u> Degrees are authorized at the associate, baccalaureate, and masters levels.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1994; BOR May 1996; BOR March 2001; BOR December 2003.

Northern State University Mission Statement

Policy Manual

SUBJECT: South Dakota School for the Deaf Mission Statement

NUMBER: 1:10:7

The role and mission of the South Dakota School for the Deaf is to meet the educational needs of sensory impaired children from birth through twenty-one in the state of South Dakota by serving in dual leadership and resource roles in the statewide efforts to serve these children. This mission shall be carried out through cooperative efforts with all appropriate state agencies, educational cooperatives, local education agencies and college and universities. It is recognized that the mission of the South Dakota School for the Deaf is a significant part of the continuum of services in the statewide delivery system for children in need of special education **OR** special education and related services.

The South Dakota School for the Deaf understands this responsibility to include:

Direct educational programs and services to deaf and hearing impaired students, parents, and professional service providers, including satellite programs in appropriate locations;

Residential services for those students whose needs are better served in such an environment;

Educational evaluations and interpretation of results for parents, public school personnel, and public service providers with recommendations for appropriate educational programming and placement;

Consultative services for local school districts, cooperatives, parents, and professional service providers, including curriculum and materials for statewide use, captioned film depository, professional library and updated curriculum outline;

Public information and referrals for Deaf Awareness programs and Speakers Bureau;

Educational support services through outreach program for refinement of existing programs specific to the immediate and particular needs of deaf and hearing impaired students as well as those with secondary disabilities;

Community education in collaboration with GED and Adult Basic programs and the Communication Services for the Deaf in Sioux Falls and Rapid City;

Specialized programs with emphasis on leadership development, transitional process, and utilization

of talent for special arts, including summer programs for reinforcement of educational growth and development as a compensation for the loss of sound experience;

Parent and family education workshops, seminars and information-sharing through a monthly newsletter;

Comprehensive sign language and interpreting training and certification programs in cooperation with Communication Services for the Deaf and the Registry of Interpreters for the Deaf;

Staff and professional development programs based on demonstrated successes of programs for the deaf in the nation, in cooperation with the National Consortium of Educational Resource Centers on Deafness;

Research and development facility for student interns and special education personnel, working alongside college and university personnel in the area of special education and updating the special education degree programs as necessary in response to the immediate and particular needs of the deaf and hearing impaired students; and

Cooperative efforts with Southeast Vocational Institute in Sioux Falls to facilitate the transitional needs of the deaf and hearing impaired students.

SOURCE: BOR March 21-22, 1991

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: South Dakota School for the Blind and Visually Impaired Mission Statement

NUMBER: 1:10:8

The role and mission of the South Dakota School for the Blind and Visually Impaired is to provide statewide services to meet the educational needs of sensory impaired children from birth through twenty-one in South Dakota by serving in a dual leadership and resource role in the statewide efforts to serve these students. This mission shall be carried out through cooperative efforts with all appropriate state agencies, educational cooperatives, local education agencies and college and universities. It is recognized that the mission of the South Dakota School for the Blind and Visually Impaired is a significant part of the continuum of services in the statewide delivery system for children in need of special education <u>OR</u> special education and related services.

The South Dakota School for the Blind and Visually Impaired understands this responsibility to include:

Direct educational programs and services to blind and visually impaired students including the multihandicapped and deaf-blind, in Aberdeen and at other designated locations, with appropriate emphasis on the "disability specific skills" of Braille, orientation and mobility, technology, daily living, leisure, community interaction and work experience;

Residential services for those students whose needs are better served in such an environment;

Educational evaluations and interpretation of results for parents and public school teachers and recommendations for appropriate educational programming and placement;

Consultative services for local school districts, cooperatives and parents to assist them in developing child identification procedures and an appropriate education program;

Supplementary services, including summer programming to reinforce educational growth, provide for special skills training and assist students in understanding their vision loss and their own abilities;

Development of the school in Aberdeen as a resource center for information about vision loss, educational materials, methods and equipment to serve educators, parents and the public;

Parental and family involvement in all aspects of the child's educational program with a full explanation of parental rights and responsibilities as well as an understanding of vision loss;

South Dakota School for the Blind and Visually Impaired Mission Statement

Cooperative efforts with the Division of Education in the identification of visually impaired students and the delivery of appropriate educational programs and services as a part of the continuum of services;

Cooperative efforts with the colleges and universities in personnel preparation and staff development in the field of vision loss through internships, seminars, research projects and other professional development activities;

Cooperative efforts with the Office of Services to the Blind and Visually Impaired in the development and implementation of transition plans and vocational readiness;

Cooperative efforts with the South Dakota State Library in the provision of curriculum and support materials for students, teachers and parents; and

Cooperative efforts with blind consumers through the S.D. Association for the Blind and the National Federation of the Blind of South Dakota to increase public knowledge and acceptance of blindness and to support quality programs and services.

SOURCE: BOR March 21-22, 1991; BOR, December 1998.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – A DATE: August 7-9, 2018

SUBJECT

Graduation Lists

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:17 – Awarding of Degrees, Graduation Dates, and Catalog of Graduation

BACKGROUND / DISCUSSION

Board of Regents Policy 2:17 specifies that the Board "approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university," following each academic term. Once submitted on behalf of the institution, the President certifies that all candidates have successfully completed degree or program requirements as approved by the Board, and that no degree requirements were waived for any individual student. Black Hills State University, Northern State University, South Dakota State University, and University of South Dakota request approval of the graduation lists for Summer 2018 provided at the links below. Dakota State University and South Dakota School of Mines and Technology recognize their summer graduates at May commencement.

- <u>Black Hills State University</u>
 https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2018%20Agenda%20Items/August/5_A_BHSU_SU18_BOR0818.pdf
- Northern State University

https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2018%20Agenda%20Items/August/5 A NSU SU18 BOR0818.pdf

South Dakota State University

https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2018%20Agenda%20Items/August/5_A_SDSU_SU18_BOR0818.pdf

<u>Unversity of South Dakota</u>

https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2018%20Agenda%20Items/August/5 A USD SU18 BOR0818.pdf

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

None

DRAFT MOTION 20180807_5-A:

I move to approve the attached BHSU, NSU, SDSU, and USD graduation lists contingent upon the students' completion of all degree requirements.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – B (1) DATE: August 7-9, 2018

SUBJECT

New Minor: BHSU Minor in Creative Writing

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests authorization to offer a minor in Creative Writing. BHSU cites multiple studies indicating growing demand nationally and in South Dakota for writing skills in all professional positions. In addition, BHSU cites the US Bureau of Labor Statistics indicating an estimated national growth of 8% in employment for writers through 2026. The minor will aid in preparing graduates for employment as teachers, copy writers, technical writers, editors, and in public relations positions. The minor will appeal primarily to those majoring in English, Mass Communication, Music, Theatre, and Communication Studies.

IMPACT AND RECOMMENDATION

BHSU requests authorization to offer the program on the Spearfish campus, at Black Hills State University – Rapid City, and online. BHSU estimates graduating 15 students per year across all sites. The minor consists of 18 credit hours and no new courses. BHSU is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: BHSU – Minor in Creative Writing

DRAFT MOTION 20180807_5-B(1):

I move to authorize BHSU to offer the minor in Creative Writing as presented, including authorization for online delivery and delivery at Black Hills State University – Rapid City.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
TITLE OF PROPOSED MINOR:	Creative Writing
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	BA, BS, BSED, BFA, BGS
EXISTING RELATED MAJORS OR MINORS:	Majors: English, English Education, English Composite; Minors: English and Professional Writing
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	23.1302
UNIVERSITY DEPARTMENT:	School of Arts and Humanities
UNIVERSITY DIVISION:	College of Liberal Arts

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

dent of the University

7-23-18 Click here to enter a date. Date

1. Do you have a major in this field (place an "X" in the appropriate box)?

 $\begin{array}{c|c} \square & \boxtimes \\ Yes & No \end{array}$

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

Board Policy 1:10:4 authorizes BHSU to offer undergraduate and graduate programs in the liberal arts and sciences and in professional education, to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota and the region.

As BHSU is committed to providing innovative, high quality undergraduate programs in the humanities, this minor in creative writing will allow us to provide a comprehensive experience in English to students interested in pursuing majors and minors in the field. Currently, we offer tracks heavy in literature (English/English Education major and minor) and writing (Professional Writing Minor), but we do not offer a formal option for students interested in pursuing creative writing or interested in teaching creative writing at the secondary level, save for one to three elective courses, depending on the program. As creative writing is its own track within the English discipline, we need to offer a formalized program of study to truly fulfill our mission and meet the needs of students who wish to pursue writing at the graduate level, pursue writing professionally, be sufficiently trained to teach the craft in the classroom, or find positions within publishing or the wider field of writing and communications.

More, the creative writing minor will offer academic and professional benefits to a widerange of students (and majors), as a background in this type of writing develops verbal acuity, adaptability and dexterity in creative problem solving, observation and invention, critical reading and analytical skills, and exceptional writing skills. As will be discussed in the rationale section, creative and "soft" skills—as cultivated within the study of creative writing—are increasingly necessary in the professional world as companies strive to remain abreast of rapidly changing technology and are in need of employees who can meet marketplace (re)design with creativity and adaptability.

3. What is the nature/purpose of the proposed minor?

To provide students with an in-depth and advanced study of creative writing and creative form and technique, and to create a balanced English department that offers studies in all three traditional tracks: literature, writing, and craft. The likely majors that will pair with this minor include English, Mass Communications, Music, Theatre, and Communication Studies. A minor in creative writing will assist in honing creative aptitudes, writing skills, and creative product production for each of these majors. Additionally, BHSU is emphasizing the arts with its addition of the new BFA programs; this minor will dovetail with these programs: photography, studio art, and graphic design.

This program will be of interest to education majors in humanities and the arts as well. While it will require likely one additional class for most students, this minor requires the same amount of credit hours as the Professional Writing Minor, a popular minor with our education students, as well as USD's minor in creative writing.

4. How will the proposed minor benefit students?

Currently, the best options students have if interested in creative writing is the professional writing minor. At most, however, the minor allows them to take three creative writing courses

to meet the program requirements. Students who are interested solely in creative writing then must take a myriad of additional courses outside of their true area of interest, including, but not limited to, technical writing, visual culture, and advanced (academic) writing.

While the professional writing minor allows for three creative writing courses if students plan correctly, this does not provide students with a full background in genre form and technique. Students ultimately dabble in creative writing instead of studying it seriously.

This minor will provide students interested in the field of creative writing a comprehensive plan of study, both in genre and form and technique, and will provide sustained training during their tenure at Black Hills State University. Through a wider lens and for students not necessarily interested in pursuing a career as an author, creative writing creates a facility with language that allows a person then to adapt writing to many uses, and it provides training in audience analysis: to think of how to convey ideas to particular audiences. This is the basis for all kinds of commercial and business writing as well as grant writing.

As noted in the opening section, students, no matter their major, will also benefit from taking the creative writing minor by developing marketable skills that are helpful in most professional settings (i.e. verbal acuity, adaptability and dexterity in creative problem solving, observation and invention, and critical reading and analytical skills). The minor will assist students by improving their written communication skills as well as their capacity for creative thinking. Recent studies have indicated that employers are currently seeking these skills in employees (see question 5).

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

According to the US Bureau of Labor Statistics, "[e]mployment of writers and authors is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. Strong competition is expected for full-time jobs because many people are attracted to this occupation."¹ ²The National Association of Colleges and Employers (NACE) First-Destination Survey of 2015 cited an 84.6% Career Outcome Percentage for the creative writing field, higher than English (81.3%); English Language, Literature and Letters (82.5%); and Rhetoric and Composition (73.1%).³ (As a side note, the creative writing minor combined with the graphic design certificate offered from our sister department, Mass Communications, would be beneficial to students as "[w]riters and authors who have adapted to online and social media, and who are comfortable

² While there are projected to be no openings in South Dakota specifically for creative writers through 2024 (with an expected average growth in demand nationally), related careers that would be supplemented by this minor, such as Public Relations, are expected to grow within the state. (Projections Central: State Occupational Projections, Writers and Authors in South Dakota, http://www.projectionscentral.com/Projections/LongTerm (Visited 20 April 2018)).

³ FDS Class of 2015 Definitions and Detailed Report, National Association of Colleges and Employers at <u>http://www.naceweb.org/uploadedfiles/files/2016/publications/product/survey/first-destination/nace-first-destination-class-of-2015-definitions-and-detailed-report.pdf</u> (visited March 02, 2018).

¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Writers and Authors, on the Internet at <u>https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm</u> (visited *March 02, 2018*).

writing for and working with a variety of electronic and digital tools, should have an advantage in finding work."⁴)

While a third of students interested in becoming writers and authors will study creative writing at the graduate level⁵, and these students will need a background in the field to find competitive placement in programs, the creative writing minor also serves those wishing to pursue writing-intensive and creative-writing-intensive positions in some of the following occupations (please note: these are only a sample of related professions):⁶

- Editors (Little to no change/projected to remain stable
- Copy Writers (Projected to remain stable)
- Public Relations Specialists (projected 9% increase)
- Technical Writers (projected 11% increase)
- Adult Basic and Middle and Secondary Education and Literacy Teachers and Instructors (projected 8% increase)
- Librarians (projected 9% increase)
- In South Dakota, specifically, these careers have the following projections:⁷
- Editors (.7% increase)
- Copy Writers (No information available for SD)
- Public Relations Specialists (5.3% increase)
- Technical Writers (projected 11.3% increase)
- Adult Basic and Middle and Secondary Education and Literacy Teachers and Instructors (projected 7.8% increase)
- Communications Teachers, postsecondary (9.7% increase)
- Education teachers, postsecondary (10% increase)
- Middle School Teachers (5.2% increase)
- Graphic Designers (1.7% increase)
- Librarians (projected 1.4% increase)

Finally, the creative writing minor will serve far more than our English and English-related graduates. *The Wall Street Journal's* report on the NACE findings, titled "Hunting for Soft Skills, Companies Scoop Up English Majors," noted that "[t]hose with degrees in English and in foreign languages also brought home bigger paychecks, with starting salaries rising 14.3% and 13.6%, respectively," and that "[b]ehind the numbers is a growing desire among employers for hires with strong communication skills," according to Edwin Koc, NACE's director of research, public policy

⁴ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Writers and Authors, on the Internet at <u>https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm</u> (visited *March 02, 2018*).

⁵ Careeronestop, U.S. Department of Labor. "Poets, Lyracists," and Writers," https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-

profile.aspx?keyword=Poets,%20Lyricists%20and%20Creative%20Writers&onetcode=27304305&location=south %20dakota (visited March 02, 2018.)

⁶ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Writers and Authors, on the Internet at <u>https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm</u> (visited *March 02, 2018*).

⁷ Projections Central, Long Term Occupational Projects (2014-2024), <u>http://www.projectionscentral.com/Projections/LongTerm</u> (visited 20 April 2018).

and legislative affairs, who revealed that "employers may be reconsidering how they're approaching recruiting college graduates, and may not be so focused on hiring a particular major."⁸

These findings are in line with the IBM 2010 Global CEO Study, in which "creativity was selected as the most crucial factor for future success."⁹ The study surveyed more than 1500 CEOs from 60 countries and 33 industries. The report, issued by IBM, revealed that "less than half of global CEOs believe their enterprises are adequately prepared to handle a highly volatile, increasingly complex business environment. CEOs are confronted with massive shifts – new government regulations, changes in global economic power centers, accelerated industry transformation, growing volumes of data, rapidly evolving customer preferences – that, according to the study, can be overcome by instilling 'creativity' throughout an organization." The report also provided the following figure, which outlines why employees with creative minds and training are necessary in our current marketplace¹⁰:

The CEOs Speak

Creative

Leaders

 Expect to make more business model changes to realize their strategies.

- invite disruptive innovation, encourage others to drop outdated approaches and take balanced risks.
- Consider previously unheard-of ways to drastically change the enterprise for the better setting the stage for innovation that helps them engage more effectively.

are comfortable with am biguity and experiment to create new business models.

- score much higher on innovation as a crucial capability and more of them expect to change their business models.
- Which includes CEOs and their teams are courageous and visionary enough to make decisions that alter the status quo.

Will invent new business models based on entirely different assumptions.

In surveying more than 1,500 Chief Executive Officers from around the world, the IBM 2010 Global CEO Study found that chief executives believe successfully navigating an increasing complex world will require creativity.

The graphic above illustrates the skills and aptitudes that will be cultivated in the creative writing minor, which will ultimately serve any student from any discipline who decides to add the minor to their program of study.

⁸ Waller, Nikki. "Hunting for Soft Skills, Companies Scoop Up English Majors," *The Wall Street Journal*, at <u>https://www.wsj.com/articles/hunting-for-soft-skills-companies-scoop-up-english-majors-1477404061</u>, 25 October 2016, (visited March 2, 2018).

 ⁹ "IBM 2010 Global CEO Study: Creativity Selected as Most Crucial Factor for Future Success
 Fewer than half of CEOs Successfully Handling Growing Complexity; Diverging priorities in Asia, North America, and Europe," IBM, at https://www-03.ibm.com/press/us/en/pressrelease/31670.wss (visited March 2, 2018).
 ¹⁰ "IBM 2010 Global CEO Study: Creativity Selected as Most Crucial Factor for Future Success

Fewer than half of CEOs Successfully Handling Growing Complexity; Diverging priorities in Asia, North America, and Europe," IBM, at https://www-03.ibm.com/press/us/en/pressrelease/31670.wss (visited March 2, 2018).

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace "XX" in the table with the appropriate year*).

	Fiscal Years*			
	1 st	2 nd	3rd	4 th
Estimates	FY 19	FY 20	FY 21	FY 22
Students enrolled in the minor (fall)*	12	15	20	25
Completions by graduates	6	8	12	15

*Do not include current fiscal year.

*Please note: These estimates are based on a survey conducted through directed email by English faculty in a range of general education English courses and major courses, as well as a link in the student E-Campus Updates over the course of 10 days in February 2018. The survey received 100 respondents, who selected from the following options:

- I would have interest in a creative writing minor: 26 distinct affirmatives
- I would have strong interest in a creative writing minor. 23 distinct affirmatives
- I would likely add the creative writing minor if it were offered. 15 distinct affirmatives
- I have no interest in the creative writing minor. 19 distinct declines
- Additionally, 17 separate students indicated more than one level of interest.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The curriculum was constructed after an analysis of over 20 separate creative writing minors, including the University of South Dakota, Stanford, University of Pittsburgh, The Ohio State, Rutgers, Berkeley, and the University of Michigan. Analysis of these programs found that minors range from 18-26 credits, with 3-6 credits relegated for literature courses and the rest to creative writing. Our proposed minor is in line with standard creative writing minor programs across the nation, as students will take 15 credits in focused creative writing studies and 3 credits of literature electives. (In addition to benefiting the students' writing through the analysis of literature and literary elements, the 3 credits of literature electives will also benefit the English department in general by increasing student enrollment.)

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

[Insert title of proposed minor]	Credit Hours	Percent

	9	50%
	9	50%
Total	18	100%
	Total	9 9 Total 18

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
ENGL	283	Introduction to Creative Writing	3	NO
ENGL	482	Creative Writing II	3	NO
ENGL	483	Advanced Creative Writing	3	NO
		Subtotal	9	

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
		Must Choose 2:	6	NO
ENGL	476	Creative Writing: Fiction	3	NO
ENGL	478	Creative Writing: Poetry	3	NO
ENGL	492	Creative Writing-specific Topics Class		
		Choose 1 200/300/400-level ENGL-prefix Literature Course	3	NO
ENGL	115	American Indian Oral Literature	3	No
ENGL	210	Introduction to Literature	3	No
ENGL	211	World Lit I	3	No
ENGL	212	World Lit II	3	No
ENGL	214	Introduction to American Indian Literature	3	No
ENGL	221	British Literature I	3	No
ENGL	222	British Literature II	3	No
ENGL	241	American Lit I	3	No
ENGL	242	American Lit II	3	No
ENGL	248	Women in Literature	3	No
ENGL	256	Literature of the American West	3	No
ENGL	320	The Non-Western Novel	3	No
ENGL	406	Adolescent Literature	3	No
ENGL	411	Bible as Literature	3	No
ENGL	431	Shakespeare I	3	No
ENGL	432	Shakespeare II	3	No
ENGL	453	American Renaissance	3	No
ENGL	468	Contemporary Fiction	3	No
ENGL	490	Seminar (literature-specific sections)	3	No
ENGL	492	Topics (literature-specific sections)	3	No

Subtotal		
	9	

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Students will develop a core competency in creative writing through extensive studies in genre and craft. Coursework and assessments, including creative portfolios and/or deep revision, workshopping, individual conferences, and content comprehension exams, will allow students to achieve these outcomes.

11. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Creative writing classes are largely structured as studio/workshop courses focusing on the form and technique of their respective genre(s). In classes such as these, students work both individually and within the larger community of writers. Instructors construct classes to include a wide range of readings in the genre, writing exercises and assignments that encourage experimentation with the various elements of craft, and workshop practices including smalland whole-class workshops and individual conferences. Revision is essential in creative writing, so all major manuscripts require extensive revision and reflection on revision choices and methods. Classes often require formal examinations as well to test comprehension of course content.

12. Delivery Location¹¹

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

The courses proposed for the minor are all offered on the Spearfish campus on a steady rotation; through BH-RC and online, we offer ENGL 283 (Introduction to Creative Writing) as well as multiple sections of Introduction to Literature (ENGL 210), which would meet the literature requirement for the minor. Additional courses can be added through online or RC-campus delivery as staffing allows.

	Yes/No	Intended S	tart Date	
On campus	Yes	Fall 2018		
		Yes/No	If Yes, list location(s)	Intended Start Date

¹¹ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	If Yes, identify delivery methods ¹²	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	Summer 2019

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?¹³

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Choose an item.		Choose an item. Choose an item.

13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."

None.

14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.

We currently have the staff to support the Creative Writing minor on the BHSU-Spearfish campus, with options for classes hosted at BHSU-RC and online. No new costs will be associated with this minor, as we have an adequate number of faculty to teach additional sections—one tenured faculty and three fully-qualified full-time instructor.

- 15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).
 - □ YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

X NO,

¹² Delivery methods are defined in <u>AAC Guideline 5.5</u>.

¹³ This question responds to HLC definitions for distance delivery.

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – B (2) DATE: August 7-9, 2018

SUBJECT

New Program: BHSU AS in Business Administration

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests authorization to offer an Associate of Science (AS) in Business Administration. The Executive Director waived the intent to plan under Board Policy 2:23 as the program is a two-year equivalent of the existing BHSU four-year major in Business Administration. The proposal responds to strong market demands for business skills and will provide graduates with a background in accounting, economics, management, and marketing for use in a variety of business environments. All credits in the associate degree stack to BHSU's bachelor's degree in Business Administration, providing graduates with a pathway to additional education.

IMPACT AND RECOMMENDATION

BHSU requests authorization to offer the program on the Spearfish campus and at Black Hills State University – Rapid City. BHSU estimates graduating 12 students per year between the two sites. BHSU already offers the courses in the program and is not asking for additional resources.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: BHSU – AS in Business Administration

DRAFT MOTION 20180807_5-B(2):

I move to authorize BHSU to offer the AS in Business Administration as presented, including authorization for delivery at Black Hills State University – Rapid City.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
MAJOR:	Business Administration
EXISTING OR NEW MAJOR(S):	Existing (120 credit hours; four-year degree)
DEGREE:	Associate of Science Degree
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	52.0201
SPECIALIZATIONS:1	None
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Waived
UNIVERSITY DEPARTMENT:	School of Business
UNIVERSITY DIVISION:	Business

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

7-23-18 Click here to enter a date. Date

1. What is the nature/purpose of the proposed program?

The AS in business degree will accommodate students who want to pursue a general business degree, but are undecided about proceeding to a 4-year degree program. The degree requirements include the general business curriculum common to most 4-year business degree programs in the U.S.

¹ If the proposed new program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board of Regents approval.

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

The AS in business degree will develop critical skills in accounting, business law, economics, communication, management, marketing and statistics, and prepare students to use these skills in a variety of business environments. The degree will prepare students for entry-level positions or for promotion opportunities. Students may also apply the majority of credits earned in the associate degree program to business bachelor's degree programs at BHSU.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?²

SDCL 13-59-1 establishes the primary purpose of BHSU as preparation of elementary and secondary teachers, and degrees other than in education as authorized by the Board of Regents.

Board of Regents Policy 1:10:4 authorizes BHSU to establish undergraduate and graduate programs in the liberal arts and sciences and in professional education, to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota and the region. Black Hills State University is the only multipurpose university in Western South Dakota. The Board has approved a curriculum for BHSU that includes associate, bachelor's, and master's degrees in business.

The AS in Business Administration proposal reflects the Board of Regents Strategic Plan 2014-2020 through:

<u>Goal 1: Student Success</u>, including growing the number of undergraduate degrees awarded, improving first year retention rates, designing clearer pathways for degree completion for adult students, and expanding degree completion programs for students who have finished a significant number of credits, but have not yet graduated.

<u>Goal 3: Research and Economic Development</u>, including contributing to the state's workforce and economic development, and encouraging development of academic programs and certificates that align with existing and future state workforce needs.

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

Data from the Bureau of Labor Statistics indicates that in 2015, individuals with some college or a 2-year AS degree earn approximately 14% more than individuals with only a high-school degree. In addition, the current unemployment rate for individuals with only a high school degree is 5.4%, compared to 3.8% for individuals with 2-years of college or an AS degree.³

According to the Bureau of Labor Statistics, employment opportunities for this degree can cover a wide range of opportunities, such as human resource assistants, accounting technicians,

² South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf. ³ https://www.bls.gov/careeroutlook/2016/data-on-display/education-matters.htm

marketing, and management.⁴ Employment for business and financial occupations are expected to grow 10% nationally by 2026,⁵ indicating there is currently a large need for more degree opportunities in this field. According to the South Dakota Department of Labor, employment projections in marketing is up 20.1% by 2024,⁶ and other supervisory and management roles are up close to 9% by 2024.⁷

4. How will the proposed program benefit students?

BHSU has a popular four-year degree in Business Administration with seven (7) specializations. The two-year degree will provide students with general business training suitable for non-specialized business jobs and/or to prepare students who want to progress to a four-year business degree at BHSU or another institution.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?⁸ A new degree is not proposed.

B. What is the rationale for the curriculum?

All of the major requirements of the proposed program are requirements for the four year business degree at BHSU. In addition, with the exception of BADM 101, all of the electives in the proposed program count toward at least one of the seven specializations in the four-year business degree at BHSU. Students who complete the program will be on track to finish the four-year business degree with two more years of full-time enrollment. This could motivate some students to continue with the four-year degree at BHSU upon completion of the requirements for the AS degree.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. Complete the tables below and explain any unusual aspects of the proposed curriculum?

All of the major program requirements are standard courses typically found in business degrees throughout the U.S. It is very likely that students would be able to transfer most/all of these classes into a four-year business degree at another institution in the U.S.

D. Summary of the degree program (complete the following tables):

[Insert title of proposed program]	Credit Hours	Credit Hours	Percent
System General Education Requirements	24		

⁴ https://www.bls.gov/careeroutlook/2002/winter/art01.pdf

⁵ https://www.bls.gov/ooh/business-and-financial/home.htm

⁶ https://dlr.sd.gov/lmic/lb/2016/lbart_october2016_occupational_projections_2014_2024.pdf

⁷ http://dlr.sd.gov/lmic/hot_careers.aspx

⁸ This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

Subtotal, Degree Requirements		24	40%
Required Support Courses (not included above)			1070
Major Requirements	30		
Major Electives	6		
Subtotal, Program Requirements		36	60%
Free Electives		0	0%
Degree Total ⁹		60	100%

Required Support Courses Outside the Major

(Not general education or institutional graduation requirements)

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
		Subtotal		

None.

Major Requirements

Prefix	Number	Course Title (add or delete rows as needed)		New (yes, no)
ACCT	210	Principles of Accounting I	3	no
ACCT	211	Principles of Accounting II	3	no
BADM	220	Business Statistics I	3	no
BADM	344	Managerial Communications	3	no
BADM	350	Legal Environment of Business	3	no
BADM	360	Organization and Management	3	no
BADM	370	Marketing	3	no
ECON	201	Principles of Microeconomics	3	no
ECON	202	Principles of Macroeconomics	3	no
MIS	205	Advanced Computer Applications	3	no
		Subtotal	30	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

⁹ Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons and must receive approval by the Executive Director in consultation the President of the Board of Regents.

Prefix Number ACCT 361					
		ACCT 361 – Accounting Computer Applications	3	no	
BADM	101	Survey of Business	3	no	
BADM	334	Small Business Management	3	no	
BADM	336	Entrepreneurship I	3	no	
BADM	372	Advertising	3	no	
HRM	417	Human Resource Management	3	no	
MIS	325	Management and Information Systems	3	no	
THM	100	Introduction to Tourism & Hospitality Management	3	no	
THM	200	Convention, Meetings, & Event Planning	3	no	
		Subtotal	6		

Take Two of the Following: (6 credits)

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A. The knowledge and competencies specific to the program must relate to the proposed assessments in B and C below.

School of Business

Vision Statement

Our vision is to be recognized for academic excellence, and to be the preferred business school for students in the region.

Mission Statement

Our mission is to develop analytical, communicative, ethical, and globally competitive business leaders through high quality teaching, research, and service.

Learning goals and objectives for the proposed AS degree:

Goal #1 Business undergraduate research and analytical skills.

Objective 1.1: Students will demonstrate the ability to utilize research tools to integrate the information from multiple sources.

Objective 1.2: Students will be able to analyze a mathematical/business problem or case study.

Goal # 2 Business undergraduate students will demonstrate effective written and oral communication skills.

Objective 2.1: Students will demonstrate the ability to select and apply appropriate writing strategies to write different business reports and/or demonstrate effective oral presentation skills.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

In alignment with the Assurance of Learning (AoL) process already in place in the School of Business (per AACSB Standards) at the undergraduate level, the AS in Business will adhere to the same assessment process. The two-year program goals are detailed above.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.¹⁰ What are the consequences for students who do not demonstrate mastery?

In addition to exams and quizzes, student progress is assessed through individual exercises, team projects, and presentations. For specific assignments, students are given guidelines and a grading rubric that reflect the objectives of that assignment.

7. What instructional approaches and technologies will instructors use to teach courses in the program? This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.

The primary delivery method for all courses will be face-to-face instruction that will include lecture, small group work, as well as individual and group presentations. Various tools such as media, networking hardware, audio, images, animation, and streaming video, audio or video tape, CD-ROM, computer-based learning, and intranet/extranet and <u>web</u>-based learning may be incorporated into individual courses.

8. Did the University engage any developmental consultants to assist with the development of the curriculum?¹¹ Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

No developmental consultants assisted in this process.

9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace "XX" in the table with the appropriate year). If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.

¹⁰ What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

¹¹ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

Both. Some students will be recruited to the program, while others will come from existing students. Enrollments estimates were based on recent enrollment trends in the AS in Tourism Degree at BHSU. This offers the best guide available to potential interest in two-year business programs. Given that the program does not require any new or re-directed resources (all courses are already offered on a regular basis), low-enrollment would not result in any negative fiscal consequence to the University. To the extent that the program draws any new students who would not otherwise attend BHSU, it would create a gain in revenue with zero additional cost (except a small administrative expense associated with record keeping, etc.).

	Fiscal Years*					
Spearfish	1 st	2 nd	3rd	4th		
Estimates	FY 19	FY 20	FY 21	FY 22		
Students new to the university	3	4	4	4		
Students from other university programs	2	3	4	4		
Continuing students	0	5	7	8		
=Total students in the program (fall)	5	12	15	16		
Program credit hours (major courses)**	150	360	450	480		
Graduates		5	7	8		

	Fiscal Years*					
Rapid City	1 st	2 nd	3rd	4 th		
Estimates	FY 19	FY 20	FY 21	FY 22		
Students new to the university	1	1	1	1		
Students from other university programs	0	1	1	1		
Continuing students	0	1	2	2		
=Total students in the program (fall)	1	3	4	4		
Program credit hours (major courses)**	30	90	120	120		
Graduates		1	2	2		

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

We do not know of any accrediting agency for associate's degrees in this field. The business administration, professional accountancy, and MBA programs are accredited by AACSB—Association to Advance Collegiate Schools of Business.

11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None,"

No

12. Delivery Location¹²

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date
On campus	Yes	Choose an
		item. 2
		018

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	BH-Rapid City	Choose an item. 2 018

	Yes/No	If Yes, identify delivery methods ¹³	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?¹⁴

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.

This degree will require no additional funds since the all courses are currently taught on the Spearfish main campus and at BHSU-RC.

¹² The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

¹³ Delivery methods are defined in AAC Guideline 5.5.

¹⁴ This question responds to HLC definitions for distance delivery.

Based on the credit hour assumptions provided in #9 above, the program would generate the following revenues from tuition and fees:

FY 2019 = \$54,720 (\$42,925 state support and \$11,795 Rapid City) FY 2020 = \$138,404 (\$103,019 state support + \$35,385 Rapid City) FY 2021 = \$175,953 (\$128,724 state support + \$47,179 Rapid City) FY 2022 = \$184,538 (\$137,359 state support + \$47,179 Rapid City)

14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an "X" in the appropriate box)? If yes, explain.

Yes No

Explanation (if applicable):

All of the required courses within the program major have prefixes associated with currently approved fees. These include ACCT (2 courses), BADM (5 courses), ECON (2 courses), and MIS (1 course). The currently approved fee for each of these prefixes is currently \$28.65 per credit hour.

15. New Course Approval: New courses required to implement the new undergraduate degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

 \Box YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

🛛 NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

16. Additional Information: Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

Name of University Proposal for [degree title]

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

	Program Courses that Address the Outcomes						
Prefix & Number	Prefix & Number	Prefix & Number			Prefix & Number	Prefix & Number	Prefix & Number
BADM 220	ECON 201	ECON 202	BADM 344	BADM 360	BADM 370		
ACCT 211	BADM 344	MIS 205	BADM 350	BADM 360	BADM 370	MIS 325	
	Number BADM 220	Number Number BADM 220 ECON 201	Prefix & NumberPrefix & NumberPrefix & NumberBADM 220ECON 201ECON 202	Prefix & NumberPrefix & NumberPrefix & NumberBADM 220ECON 201ECON 202BADM 344	Prefix & NumberPrefix & NumberPrefix & NumberPrefix & 	Prefix & NumberPrefix & NumberPrefix & NumberPrefix & NumberPrefix & NumberBADM 220ECON 201ECON 202BADM 344BADM 360BADM 370	Prefix & NumberPrefix & NumberPrefix & NumberPrefix & NumberPrefix & NumberPrefix & NumberBADM 220ECON 201ECON 202BADM 344BADM 360BADM 370

Expand the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

3122

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – B (3) DATE: August 7-9, 2018

SUBJECT

New Program: SDSMT MS in Nanoscience and Nanoengineering

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a Master of Science (MS) in Nanoscience and Nanoengineering. The Executive Director waived the intent to plan under Board Policy 2:23 and the external review under Board Policy 2:1 as SDSMT already has a doctoral program in this field. Nanoscience and Nanoengineering refer to fields of science and engineering that focus on visualizing, manipulating and delineating the laws governing all forms of matter on the scale of one billionth of a meter (i.e., roughly one hundred-thousandth the diameter of a human hair). The MS program will provide specialized training in key areas of nanotechnology complementing the current PhD program in Nanoscience and Nanoengineering. The addition of the MS program will provide an additional pathway for students to receive graduate level credentials in the field. SDSMT notes that increasing the state's capacity in nanoscience and nanotechnology are elements of the 2020 Vision: The South Dakota Science and Innovation Strategy devised by the EPSCoR REACH Committee.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the program on the Rapid City campus. SDSMT estimates graduating 6 students per year after full implementation. As a related doctoral program already exists, only one new course is required. SDSMT is not asking for additional resources.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSMT – MS in Nanoscience and Nanoengineering

DRAFT MOTION 20180807_5-B(3):

I move to authorize SDSMT to offer the MS in Nanoscience and Nanoengineering as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

Use this form to propose a new graduate degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Graduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer. The university should consult the "Campus Guide to the New Graduate Program Approval Process" for information on specific aspects of the approval process.

UNIVERSITY:	South Dakota School of Mines and
	Technology
PROPOSED GRADUATE PROGRAM:	Nanoscience and Nanoengineering
EXISTING OR NEW MAJOR(S):	Nanoscience and Nanoengineering
DEGREE:	MS
EXISTING DEGREE(S):	PhD
INTENDED DATE OF IMPLEMENTATION:	FA18
PROPOSED CIP CODE:	15.1601
SPECIALIZATIONS:1	
IS A SPECIALIZATION REQUIRED (Y/N):	
DATE OF INTENT TO PLAN APPROVAL:	Requesting Waiver
UNIVERSITY DEPARTMENT:	Nanoscience and Nanoengineering
UNIVERSITY DIVISION:	N/A

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Click here to enter a date.
Date

President of the University

1. What is the nature/purpose of the proposed program?

The purpose of the proposed MS in Nanoscience and Nanoengineering is to provide specialized training in key areas of nanotechnology complementing the current PhD program in Nanoscience and Nanoengineering. Nanoscience and Nanoengineering refer to fields of science and engineering with a focus on visualizing, manipulating and delineating the laws governing all forms of matter (e.g. living and non-living) on the scale of one billionth of a meter, roughly one hundred-thousandth the diameter of a human hair. Nanotechnology refers to the specific technologies enabled by Nanoscience and Nanoengineering.

¹ If the proposed new program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board of Regents approval.

SDSM&T will not request new state resources to offer this program.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?²

The proposed program supports the Statutory Mission and Board Policy mission of the university.

SDCL 13-60-1 provides the mission of SDSM&T as follows:

The South Dakota School of Mines and Technology, formerly the State School of Mines, located at Rapid City, in Pennington County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in engineering and the natural sciences and other courses or programs as the Board of Regents may determine.

The Board implemented SDCL 13-60-1 by authorizing graduate and undergraduate programs in engineering and the sciences to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. Graduate programs in engineering and science are currently approved for the university.

The proposed program provides trained individuals who can contribute to the Nation's and South Dakota industries through advanced technical innovation in the areas proposed.

The SDSM&T M.S. in Nanoscience and Nanoengineering supports the Board of Regents' Strategic Plan³ in the following ways:

Goal 1: Student Success (this program will)

- Grow the number of graduate degrees awarded
- Attract more non-resident students and encourage them to remain in South Dakota because of industry collaborations and technology transfer

Goal 2: Academic Quality and Performance (this program will)

- Grow the number of new graduate programs
- Increase the student cohort and thereby enhance graduate programs

Goal 3: Research and Economic Development (this program will)

- Offer an additional graduate degree oriented to STEM students
- Meet existing & future workforce needs, including those identified in the 2020 Vision analysis⁴
- Encourage private/public partnerships, including in the target industries identified in the 2020 Vision analysis
- Further enhance SDSM&T technology commercialization efforts by teaching skills critical for scaling up new business ventures.

² South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf. ³ https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

⁴ A full copy of the 2020 analysis and report can be found on the SD EPSCoR website at the following link: http://www.sdepscor.org/_wp-pdf/s&tplan/2020%20Vision.pdf

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota. *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.*

There is a national and international demand for skilled personnel in industry to support innovations in optoelectronics and photonics, nano-biotechnology and nano-composites, all current foci of the Nano Program. The proposed degree will train students in the target technology sectors of *Energy and Environment*, *Human Health and Nutrition*, and *Materials and Advanced Manufacturing* identified in the State of South Dakota's Science and Technology Plan, published in April 2013; according to that report, these areas each experienced 12.7%, 16.1% and 1.2% job growth in South Dakota from 2006-2011, exceeding National averages in each area respectively⁵. Nationally, according to sources referred by the national labor statistics bureau, jobs requiring graduate level nanotechnologists are predicted to increase by 9% in the next 10 years⁶.

4. How will the proposed program benefit students?

The program will provide MS level training to those students interested in nanotechnology, but unable or unwilling to pursue the PhD. The degree will allow most students who do not complete the doctoral program to earn a graduate level credential. For those completing the PhD, the additional MS degree is an added benefit.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale⁷

An MS degree is desired to provide BS level candidates graduate level training directly related to their chosen specialty in preparation for high-level technical employment or further studies towards the PhD.

B. What is the rationale for the curriculum?

The curriculum is designed to support and complement the current research foci in the Nano PhD program specializations of electro-optics and photonics, bio-nanotechnology and nano-composites.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. *Complete the tables below and explain any unusual aspects of the proposed curriculum?*

⁵ A full copy of the 2020 analysis and report can be found on the SD EPSCoR website at the following link: <u>http://www.sdepscor.org/wp-pdf/s&tplan/2020%20Vision.pdf</u>

⁶ "Nanosystems Engineers." *17-2199.09*. National Center for O*NET Development, n.d. Web. 16 Jun. 2018. <<u>https://www.onetonline.org/link/summary/17-2199.09</u>>.

⁷ "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

Attached are curriculum for similar programs at University of California San Diego and University of Albany.

MS Nanoscience and Nanoengineering	Credit Hours	Percent
Required courses, all students	18	60%
Required option or specialization, if any	0	0
Electives (approved 500-700 level courses,	12	40%
including, but not restricted to those listed below)		
Total Required for the Degree Total	30	

D. Summary of the degree program (complete the following tables):

Required Courses

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
NANO	504	Nanophotonics	3	no
NANO	701	Nanomaterials	3	no
NANO	702	Theory and Application of Nanomaterials	3	no
NANO	703	Instrument. & Charact. of Nanomaterials	4	no
NANO	709	Scientific Control and Visualization	3	no
NANO	788	Nano MS Project	2	yes
		Subtotal	18	

Elective Courses: List courses available as electives in the program. Indicate any proposed new courses added specifically for the program.

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
NANO	604	Nanophotonic Materials	3	no
NANO	704	Crystallography and Structure of Nanomaterials	3	no
NANO	705	Nanoelectronics	3	no
NANO	715	Polymeric Nanomaterials	3	no
NANO	717	Nano-chemistry	3	no
NANO	719	Nanomaterials for Biosensors	3	no
NANO	792	Topics: Bio-Nano-mechanics	3	no
		Subtotal	21	

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.

Individual Student Outcomes:

- (1) Students demonstrate advanced knowledge of nanoscience or nanoengineering.
- (2) Students demonstrate specific knowledge as pertaining to their area of specialization.
- (3) Students will utilize contemporary methods and tools of nanoscience or nanoengineering.

- (4) Students understand the scientific literature and contemporary nanoscience or nanoengineering.
- (5) Students will develop a technically sound research plan to address a research problem.
- (6) Students will communicate effectively in written and oral presentations.
- (7) Students demonstrate intellectual honesty when working with data and ideas.
- (8) Students have made an original contribution to nanoscience or nanoengineering.
 - **B.** Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

Not currently available.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.⁸ What are the consequences for students who do not demonstrate mastery?

Course grades, written comprehensive exam, project examination. Students whom fail these exams will will be allowed to repeat the exams once, if they fail a second time they will be ejected from the program.

7. What instructional approaches and technologies will instructors use to teach courses in the program? This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.

Face-to-face lectures and distance learning.

8. Did the University engage any developmental consultants to assist with the development of the curriculum?⁹ Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

The curriculum is based on the existing PhD program, and further developed by the existing faculty. The core curriculum was reviewed by the Board of Regents' consultants, Drs. James Castracane and Dr. Da Hsuan Feng in 2004 at the time of doctoral program approval. Based on their review, the curriculum was modified by the integration of basic physics and chemistry into the required core courses. These elements are well represented by the current faculty and curriculum.

9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (*replace "XX" in the table with the appropriate year*)? *If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.*

Existing students in the Nano PhD program will have the option to obtain the MS in Nanoscience and Nanoengineering, but the cohort will be primarily students new to the university.

⁸ What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

⁹ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
Estimates	FY 18	FY 19	FY 20	FY 21
Students new to the university	2	3	3	3
Students from other university programs				
Continuing students	3	3	3	3
Total students in the program (fall)	5	6	6	6
Program credit hours (major courses)**	90	108	108	108
Graduates	0	5	6	6

Estimates are based on the average student cohort over the past 10 years for the Nano PhD program, and the number of students historically pursuing the MS enroute to the PhD.

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

No

11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."*

Requesting minimum enrollments of 4 for 500/600 level courses. With current enrollment in the PhD program, this typically allows the 4 students needed for a 700 level course to fill. However, about half of the 15-20 PhD students would like to pursue an MS in route to the PhD. This would require the students to take 500/600 level coursework where the minimum enrollments are currently required to be 7 students. Reducing the minimum for those students currently in the PhD program would not change enrollments, but would allow more flexibility in offering the coursework which will ultimately strengthen the PhD and enhance enrollment due to the attractiveness of obtaining the MS enroute to the PhD, which should increase overall enrollment.

12. Delivery Location¹⁰

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date
On campus	Yes	08/22/18

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose
-			an item.

¹⁰ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	If Yes, identify delivery methods ¹¹	Intended Start Date
Distance Delivery	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?¹²

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

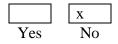
13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.

No resources required, existing faculty are in place to teach the required courses.

14. Board Policy 2:1 states: "Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director." Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

As the Nanoscience and Nanoengineering PhD program was already examined by consultants, the addition of an MS degree is not considered necessary to be reviewed again by a consultant. The base curriculum is shared with the Nano PhD, with additional required courses and electives which complement the already successful Nano PhD program, with 25 PhD graduates placed in Academia, National Laboratories and Industry to date.

15. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (*place an "X" in the appropriate box*)? *If yes, explain.*



Explanation (if applicable):

¹¹ Delivery methods are defined in <u>AAC Guideline 5.5</u>.

¹² This question responds to HLC definitions for distance delivery.

16. New Course Approval: New courses required to implement the new graduate program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

x YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

Appendix A

South Dakota School of Mines and Technology Proposal for MS in Nanoscience and Nanoengineering

Individual Student Outcomes and Program Courses

r rogram elements that address the outcomes				
NANO 701, 702, 703	NANO 504, 709	NANO electives	NANO 788	Comprehensive exam
XXX	XXX	XXX	XXX	XX
XXX	XXX	XXX	XXX	XX
XXX	XXX	XXX	XXX	XX
XXX	XX	XX	XX	XX
XX	Х	XXX	XXX	XXX
XX	XX	XX	XXX	XXX
XX	XX	XX	XXX	XXX
х	Х	х	XXX	XXX
	703 xxx xx xx xx xx	NANO 701, 702, 703 NANO 504, 709 XXX XXX XXX XX XXX XX XXX XX XX XX XX XX XX XX XX XX	NANO 701, 702, 703NANO 504, 709 electivesNANO electivesXXX	NANO 701, 702, 703NANO 504, 709 xxxNANO electivesNANO 788

Program elements that address the outcomes

x minor contribution to or assessment of the outcome

xx significant contribution to or assessment of the outcome

xxx major contribution to or assessment of the outcome

Academic and Student Affairs Consent

AGENDA ITEM: 5 – B (4) DATE: August 7-9, 2018

SUBJECT

New Minor: USD Minor in Sport Management

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a minor in Sport Management. USD currently offers a major in Kinesiology and Sport Management (KSM) with a Sport Management specialization. USD notes the Bureau of Labor Statistics indicates the sport and entertainment industry employs more than 474,000 individuals in the US, including 5,560 in South Dakota. In addition, USD cites studies indicating national growth of 12% in sport related jobs nationwide post-recession. The minor will provide specialized knowledge in the management of sport organizations and skills needed for work in the sport industry. The minor should appeal to students in any major with particular appeal to KSM majors receiving the Exercise Science specialization.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the minor on the Vermillion campus. USD estimates graduating 16 students per year with the minor. The minor consists of 18 credit hours and no new courses. USD is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: USD – Minor in Sport Management

DRAFT MOTION 20180807_5-B(4):

I move to authorize USD to offer the minor in Sport Management as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	USD
TITLE OF PROPOSED MINOR:	Sport Management
DEGREE(S) IN WHICH MINOR MAY BE	B.A., B.S., B.B.A., B.F.A. (any non-
EARNED:	KSM Sport Management
	undergraduate major)
EXISTING RELATED MAJORS OR MINORS:	B.S. Kinesiology and Sport
	Management (Sport Management
	Emphasis)
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	31.0504
UNIVERSITY DEPARTMENT:	Kinesiology & Sport Management
	(KSM)
UNIVERSITY DIVISION:	School of Education (SOE)

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

	President of the University	Date	
1.	Do you have a major in this field (<i>place an "X" in the appropriate box</i>)?	\bowtie Yes	□ No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

3. What is the nature/purpose of the proposed minor?

This minor will provide students with specialized knowledge in the management of sport organizations. The minor includes required courses aimed at developing basic skills necessary to understand and work in the sport industry (e.g., KSM 280: Governance & Ethics in Sport Management; KSM 384: Sport Budgeting & Finance), as well as electives allowing flexibility for specialized knowledge related to students' interest (e.g., Sport Marketing, Diversity Issues in Sport, Sport Psychology).

4. How will the proposed minor benefit students?

Students will gain knowledge related to managing sport organizations, which will supplement knowledge gained in other majors. This 18-credit minor will include courses designed to provide students with specialized knowledge related specifically to management and business aspects of the sport industry. These skills would serve as a complement to those developed in programs

across the College of Business and others, particularly those majoring in marketing, business, and various sub-concentrations in media and journalism.

Given the increasing emphasis placed on athletics at the scholastic and collegiate levels- this minor would provide an important supplement to several School of Education majors. For example, students interested in education administration, school psychology, and physical education could all benefit from increased understanding of the organizational practices involved in delivering sport. The most natural linkage is, of course, with Physical Education majors- who themselves are responsible for the delivery of sport and physical activity at multiple levels. However, understanding business aspects of the sport industry is necessary for other education- based majors. An interesting trend in education, for example, has been the growth of sport-specific college prep academies, which house their own private schools, nationwide (e.g., IMG Academies, Bradenton, FL) and in the Upper Midwest (e.g., Gentry Academy, Vadnais Heights, MN). Further, large private schools often offer scholarships and other incentives to recruit school-aged athletes (e.g., O'Gorman High School, Sioux Falls, SD), understanding the financial importance of sporting success. At the collegiate level, sport is an important consideration for administrators. Last year, 260 universities sponsored NCAA sports and each had athletics budgets with more than \$2 million in both revenue and expenses, with some spending more than \$100 million annually on athletics alone. Therefore, the proper management of sport and physical activity is increasingly intertwined with education.

This minor would similarly be attractive to <u>Kinesiology and Sport Management (KSM)</u> majors pursuing a degree in Exercise Science. While the Exercise Science specialization focuses on the scientific study of human movement in the body, this minor would expose students to the business aspects of the organizations in which they hope to be employed. For example, many Exercise Science majors pursue professional school (e.g., Physical Therapy, Athletic Training) or work in fields related to strength and conditioning. In each of these areas, the predominant business model is a small, private practice. In such cases, individuals are often called upon to undertake more than simply the therapeutic or exercise related tasks learned in the Exercise Science major and various professional schools. These tasks can include charting, account management, marketing related tasks, and more. Thus, the supplementary knowledge provided by the Sport Management minor would be useful to these majors.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.*

According to the Bureau of Labor Statistics, the sport and entertainment industry employs more than 474,000 individuals in the US, including 5,560 in South Dakota. A study by Economic Modeling Specialists International found growth of 12.6% in sport related jobs nationwide post-recession. Further, recent developments (e.g., Sanford Premier Center) and the success of several local sport teams (e.g., Sioux Falls Stampede, SkyForce, Canaries, and Storm, as well as others in Rapid City and Sioux City, IA) are encouraging signs for growth of sport related professions in the area.

- **Fiscal Years*** 4th 1st 2nd 3rd Estimates **FY 19 FY 20 FY 21 FY 22** Students enrolled in the minor (fall) 16 24 24 8 **Completions by graduates** 4 10 16 -
- 6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

*Do not include current fiscal year.

Currently, the sport management major enrolls approximately 75 students, despite having been formed only seven years ago. The popularity of the major can be largely attributed to the growth of the formalized sport industry and popularity of the major nationwide. As such, several courses in the Sport Management curriculum have become popular elective courses for students in other majors- particularly those interested in working in the sport industry. As examples, KSM 384: Sport Budgeting & Finance and KSM 382: Sport Marketing enroll business and advertising/ communications majors each year. Further, KSM 486: Legal Aspects of Sport has been popular with students from Sport Media and Marketing. Finally, students in the KSM- Exercise Science specialization often take sport management classes as electives. Given that many of these students are not currently required to take a minor, but are interested in the sport industry, we believe there will be instant interest in the minor. Further, given strategic marketing of the minor, we expect growth among students who may be interested in various professions or post-graduate studies.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

Knowledge specific to sport and sport business is imperative to the development of students interested in the fields of athletics, coaching, recreation and sport management and will prepare them for the numerous career opportunities in this field. As a result the proposed minor has been modeled after numerous successful sport management programs throughout the United States. In addition, the Commission on Sport Management Accreditation (COSMA), the accrediting body for sport management, recognizes the importance of a minor in sport management programs.

8. Complete the tables below. Explain any exceptions to Board policy requested.

Sport Management (Minor)	Credit Hours	Percent
Requirements in minor	12	66.6%
Electives in minor	6	33.3%
Tota	d 18	100%

A. Distribution of Credit Hours

Prefix	Number	Course Title	Credit	New
			Hours	(yes, no)
KSM	240	Organization and Administration of KSM	3	No
KSM	280	Governance & Ethics in Sport	3	No
KSM	384	Budgeting & Finance in Sport	3	No
KSM	450	Sport Facility & Event Management	3	No
		Subtotal	12	

B. Required Courses in the Minor

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title	Credit	New
			Hours	(yes, no)
Choose 2				
KSM	244	American Sport in the 21 st Century	3	No
KSM	379	Diversity Issues in Sport	3	No
KSM	382	Sport Marketing	3	No
KSM	453	Sport Psychology	3	No
KSM	486	Sport Law	3	No
		Subtotal	6	

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Provide students with a wide base of knowledge that develops both critical thinking and practical skills related to the sport industry. Students will take courses that cover a number of foundational content areas in sport management.

11. What instructional approaches and technologies will instructors use to teach courses in the minor?

Instructors in sport management use a number of teaching techniques including, traditional lecture, experiential learning opportunities, and a flipped classroom approach. Instructors may use online periodicals, research databases, course management software (i.e., Desire2Learn), recorded audio/ video materials, and live interviews with industry experts via teleconference.

12. Delivery Location¹

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date	
On campus	Yes	Fall	2018

¹ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

ATTACHMENT I 6

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods ²	Intended Start Date
Distance Delivery	No		
(online/other distance			
delivery methods)			

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? ³

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		
(online/other distance			
delivery methods)			

- **13.** Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. None
- 14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.

All courses are currently offered, therefore additional resources relate only to increased capacity of rooms on campus.

- **15.** New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).
 - \Box YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

🛛 NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

² Delivery methods are defined in <u>AAC Guideline 5.5</u>.

³ This question responds to HLC definitions for distance delivery.

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (1) DATE: August 7-9, 2018

SUBJECT

New Certificate: DSU Certificate in Mathematical Foundations of Cryptography

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a certificate in the Mathematical Foundations of Cryptography. The certificate will provide mathematical theory applicable to modern cryptography, the study and practice of secure communication under the assumptions of third party adversaries. The certificate is stackable to multiple majors, including Computer Science and Cyber Operations. In addition, the certificate can serve provide added value to most DSU majors. DSU notes national employment growth projections for mathematicians of 33% through 2024.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the certificate on the Madison campus and online. The certificate consists of 12 credit hours of undergraduate courses and requires the creation of two new cryptography courses. DSU is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Certificate Request Form: DSU – Mathematical Foundations of Cryptography

DRAFT MOTION 20180807_5-C(1):

I move to authorize DSU to offer the certificate in Mathematical Foundations of Cryptography, including online delivery, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Mathematical Foundations of Cryptography
INTENDED DATE OF IMPLEMENTATION:	8/15/2019
PROPOSED CIP CODE:	27.0101
UNIVERSITY DEPARTMENT:	DMATH
UNIVERSITY DIVISION:	College of Arts and Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Institutional Approval Signature President or Chief Academic Officer of the University

5/2/2018 Date

1. Is this a graduate-level certificate or undergraduate-level certificate (*place an "X" in the appropriate box*)?

Undergraduate Certificate 🛛 Graduate Certificate

2. What is the nature/purpose of the proposed certificate?

Dakota State University has a technology mission and an approved center of excellence in cyber operations. Modern cryptography, the study and practice of secure communication under the assumptions of third party adversaries, applies theory from mathematics, computer science, and electrical engineering to design and implement strong encryption methods. Students at DSU who want to highlight their knowledge of mathematical theory (e.g., algorithms and protocols used to secure information) and enhance their employablity can complement the technology certificate(s) and degree(s) with a certificate in the mathematical foundations of cryptography.

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

As a university with a large percentage of students majoring in STEM related fields, there is a strong interest for mathematics courses tied to technology and cyber security, in particular cryptography. According to the U.S. Bureau of Labor Statistics there is a projected national job growth (2016 - 2024) for mathematicians (including crypotographers) of 33%.² This certificate aims to accomplish the following goals: (a) provide students who take upper level mathematics courses with a credential that stacks into the mathematics, computer science, cyber operations majors as well as the math and computer science double major (the 400-level math courses can be used as electives while Math 201 and CSC 250 are required courses); (b) help DSU meet its mission as a leader in the computer and cyber sciences.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The Mathematical Foundations of Cryptography certificate is for STEM majors (in particular, mathematics, computer science, cyber operations, and the math and computer science double major) who would like to enhance their skills and knowledge of mathematics related to technology by understanding the mathematical underpinnings of algorithms and protocols used to secure information.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):³

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
CSC	250	Computer Science II	3	No
MATH	201	Introduction to Discrete Mathematics	3	No
MATH	436	Number Theory and Cryptography	3	Yes
MATH	437	Cryptography and Codes	3	Yes
		Subtotal	12	

It is recognized that CSC 250 has a prerequisite of CSC 150 Computer Science I. As part of DSU's technology mission, all students are required to complete at least one semester of course work in programming. For the majors cited in this request, specifically math, computer science, cyber operations, and the math and computer science double major the CSC 150 is the required programming course in those majors thereby meeting the prerequisite requirement. This is true for many of the STEM majors.

6. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire certificate at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Mathematicians and Statisticians, on the Internet at <u>https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm</u> (visited June 6, 2018).

³ Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

authorization to deliver the entire certificate through distance technology (e.g., as an online program)?⁴

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		Click here to enter a date.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	Online	8/15/2019

7. Additional Information: Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

The new courses proposed in the certificate are expected to be offered on a regular basis since they are courses that computer science majors are interested in taking as math electives. The two new 400-level courses will be cross-listed with the 500-level courses. The graduate courses will be taken by those pursuing a graduate certificate in mathematics which would make high school math teachers eligible to teach concurrent courses in conjunction with the Universities.

<u>Appendix A</u>

Individual Student Outcomes and Program Courses							
List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the							
knowledge or competency listed in the row. All students sh and competencies regardless of the electives selected. Mod	1			0			
the requested information for the proposed program.			issury to p	lovide			
Individual Student Outcome:							
	MATH	MATH	MATH	CSC			
Upon completion of the Mathematical Foundations of 201* 436* 437* 250							
Cryptography certificate, students will:							
understand and apply elementary probability, divisibility, and modular arithmetic arguments.	Х	Х	Х				
perform mathematical calculations used in cryptographic techniques.		Х	X				

⁴ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Х

Х

understand and apply cryptographic techniques.

Program Forms, New Certificate Form (last revised 08/2016)

ATTACHMENT I 5

understand information security algorithms and protocols.	Х	Х	
understand fundamental abstract algebra principles used in classical and modern cryptosystems.	Х	Х	
develop skills in problem solving and programming concepts.			X

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (2) DATE: August 7-9, 2018

SUBJECT

New Certificate: USD Certificate in Professional Writing

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a certificate in Professional Writing. The proposed certificate will provide students across disciplines with applicable, transferrable, and marketable skills in professional writing. The certificate will complement degrees in any field. USD cites studies indicating nearly two-thirds of professions requiring writing skills and growing demand for technical writers. This certificate will stack into a minor or major in English with the proposed specialization in Professional Writing.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization on the Vermillion campus. The specialization requires the creation of two new courses. USD is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Certificate Request Form: USD – Professional Writing (Undergraduate)

DRAFT MOTION 20180807_5-C(2):

I move to authorize USD to offer a certificate in Professional Writing as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Professional Writing
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	23.1303
UNIVERSITY DEPARTMENT:	English
UNIVERSITY DIVISION:	Arts & Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Institutional Approval Signature President or Chief Academic Officer of the University Date

1. Is this a graduate-level certificate or undergraduate-level certificate (*place an "X" in the appropriate box*)?

Undergraduate Certificate

Graduate Certificate

2. What is the nature/purpose of the proposed certificate?

The proposed certificate will provide students across the disciplines with broadly applicable and transferrable skills in professional writing. The certificate in professional writing will also serve as support for a range of disciplines in which writing represents an important element, although not necessarily the primary focus, of the field.

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

A Professional Writing certificate complements degrees in academic fields ranging from business, to health sciences, to education. Specifically, it credentials students across the disciplines with the skills necessary for effective professional writing in multiple genres, skills increasingly valued in fields that may not, on the surface, appear to be directly connected to writing. This certificate will make students more marketable in their chosen fields and will provide them with broadly applicable skills that will serve them in graduate study or in the pursuit of career changes.

The U.S. Bureau of Labor Statistics indicates that technical writing is a fast-growing field with 52,000 jobs currently in the market. Employment of technical writers "is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations."²

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

² Writers and Authors – Occupational Outlook Handbook. U.S. Bureau of Labor Statistics. <u>https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm</u>. Accessed June 27, 2018.

According to the 2011 GMAC Corporate Recruiters Survey, 86% of employers listed "strong communication skills" as a desired ability, making it the most cited feature in the survey's listing of "Desired Knowledge, Skills, and Abilities Employers Seek in New MBA Hires".³ Robert Hosking points to a recent study that indicates nearly 2/3 of all professions require writing skills; moreover, they estimate that \$3.1 billion are spent on professional writing on-the-job training.⁴ The 2016 median pay of \$69,850 per year for technical writers represents solid earning potential with a bachelor's degree.⁵ The more broadly defined "Writers and Authors" occupation indicates median pay of \$61,820 per year, and a growth rate of 8%.²

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The certificate is designed to reach students in all academic fields and to credential them with the marketable and broadly applicable skill of professional writing. The required courses are writing courses that will provide students across the disciplines with a solid grounding in principles of professional writing, grammar, and rhetorical theory and practice. Many students will have already taken ENGL 203: English Grammar and/or ENGL 205: Business Writing (SGR#1) to fulfill university and/or department requirements. A certificate in Professional Writing complements degrees in all academic fields, including fields that may not, on the surface, appear to be directly connected to writing. This certificate will stack into a minor or major in English with a specialization in Professional Writing. The only prerequisite course for all requirements is ENGL 101 or UHON 110 (or transfer equivalents), a course required for all first-semester students at USD.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):

Prefix	Number	Course Title	Credit	New
			Hours	(yes, no)
ENGL	203	English Grammar	3	no
ENGL	205	Business Writing	3	no
ENGL	378	Professional Writing	3	yes
ENGL	486	Rhetorical Theory and Practice*	3	yes
		Subtotal	12	

Providing students a grounding in the theory and application of rhetoric, from its classical origins to contemporary manifestations, is consistent with the liberal arts mission of USD and will allow students a degree of understanding of the foundations upon which professional writing is based.

*This course is not new to the South Dakota system, but will need to be activated for USD. The two new courses that are included in this certificate, ENGL 378 and ENGL 486, may also serve as requirements for the Specialization in Professional Writing, major electives for the English major, or elective credit for any USD student. These courses match student interest and need for further coursework in writing, one the most desired skills for all new college graduates.

³ "2011 Corporate Recruiters Survey." Graduate Management Admissions Council,

http://www.gmac.com/~/media/Files/gmac/Research/Employment-Outlook/2011GMAC_CorporateRecruiters_SR.pdf. Accessed 4 Apr. 2017.

⁴ Hosking, Robert. "Why Good Writing Skills Are Important in Today's Workplace—and Tips for Developing Them." *Executive Secretary Magazine*, 25 Mar. 2014, http://executivesecretary.com/why-good-writing-skills-are-important-in-todays-workplace-and-tips-for-developing-them/. Accessed 4 Apr. 2017.

6. Student Outcome and Demonstration of Individual Achievement.⁶

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

The certificate will provide students across the disciplines with broadly applicable and transferrable skills in professional writing. Students completing the certificate will demonstrate:

1. The ability to write clearly and effectively in a range of professional genres.

2. Understanding of the forms and conventions of the most common genres of professional writing.

3. Ability to strategically apply principles of rhetoric to enhance their professional communication.

- **B.** Complete Appendix A Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*
- 7. Delivery Location.⁷
 - A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	yes	Fall 2018

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	no		

	Yes/No	If Yes, identify delivery methods ⁸	Intended Start Date
Distance Delivery	no		
(online/other distance			
delivery methods)			

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? ⁹

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	no		
(online/other distance			
delivery methods)			

⁶ Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

⁷ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁸ Delivery methods are defined in <u>AAC Guideline 5.5</u>.

⁹ This question responds to HLC definitions for distance delivery.

Appendix A: Individual Student Outcomes and Program Courses

USD Certificate in Professional Writing

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	ENGL 203	ENGL 205	ENGL 378	ENGL 486
The ability to write clearly and effectively in a range of professional genres.	Х	Х	Х	Х
Understanding of the forms and conventions of the most common genres of professional writing.		Х	Х	Х
Ability to strategically apply principles of rhetoric to enhance their professional communication.			X	Х

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (3) DATE: August 7-9, 2018

SUBJECT

New Certificate: SDSM&T Certificate in Esports

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSM&T) requests authorization to offer a certificate in Esports. The purpose of the certificate is to encourage STEM graduates to develop workplace skills through Esport (i.e., electronic sports) activities. The certificate uses Esports to support the development of "professional attributes," such as emotional intelligence, teamwork, and communication. The proposed certificate directly aligns the curriculum and extra-curricular activities to develop these professional attributes through the study and practice of Esports. SDSM&T notes multiple studies indicating workplace demand for the specific skills by the coursework in the certificate.

IMPACT AND RECOMMENDATION

SDSM&T requests authorization to offer the certificate on the Rapid City campus. The certificate consists of 12 credit hours of undergraduate courses and requires the creation of one new course. SDSM&T is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSMT – Esports (Undergraduate)

DRAFT MOTION 20180807_5-C(3):

I move to authorize SDSM&T to offer the certificate in Esports as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED CERTIFICATE:	Esports (Electronic Sports)
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	
UNIVERSITY DEPARTMENT:	Social Sciences/Humanities
UNIVERSITY DIVISION:	

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Click here to enter a date.

Date

Institutional Approval Signature President or Chief Academic Officer of the University

1. Is this a graduate-level certificate or undergraduate-level certificate (*place an "X" in the appropriate box*)?

Undergraduate Certificate \square Graduate Certificate \square

2. What is the nature/purpose of the proposed certificate?

The overarching goal of the certificate program is to encourage STEM graduates to develop the skills (e.g., workplace skills) generated from a deeper understanding of the elements of Esport activities. Esports are a form of competition using video games. The games often take the form of organized, multiplayer competitions. The specific courses proposed for the certificate program will aid in accomplishing the above goal.

Program Forms: New Certificate Form (Last Revised 05/2017)

The certificate will support the development of "professional attributes," such as emotional intelligence, teaming, and communicating with a diverse range of interlocutors that STEM curricula are strained to inculcate. Recent research initiatives by the American Society of Engineering Education suggest that STEM programs are refining co-curricular activities, social events, and competitions to support the development of such attributes. The proposed certificate directly aligns the curriculum and extra-curricular activities to develop these professional attributes through the study and practice of Esports.¹

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.

Over the past 20 years so called Esports (electronic sports) has exploded with the largest growth in the 18-34 year old demographic. Furthermore, science, technology, engineering and math (STEM) undergraduate students are often high percentages within this demographic. Recent studies have shown the value of Esports participation on cognitive and noncognitive skills.² In addition, participation in Esports has been attributed to increased adaptability, resourcefulness and communication skills.³ Evidence also suggests that a collaborative and competitive video game environment can be an effective STEM teaching tool.⁴

The certificate program is designed to have STEM students gain competency in valuable skills associated with Esports. Specifically, these skills include computer programming(CSC 150/150L, CSC 170, CBE 117, CBE 250), art/graphics (CEE 117/117L, IENG 248/248L), human factors (HUM 375, IENG 321/321L, HUM 376), and social aspects (SOC 100, PSYC 101, HUM 376) (including leadership and teaming).

It is estimated that Esports generated \$500M in global revenues in 2016, reaching a global audience of 385 million people.⁵ Companies specializing in the placement of STEM professionals within the Esports industry has followed the growth in revenue and popularity.⁴ Students completing the certificate program will position themselves to be more marketable within the Esports employment growth sector. Given the relative newness of Esports traditional workforce projection services generally do not adequately capture employment trends. The following quotation reflects a recent estimate of Esports employment growth potential. *"The U.S. video game industry employs more than 220,000 individuals according to new data released today by the Entertainment Software Association (ESA).* Video Games in the 21st Century: *The 2017 Report states that the U.S. video game industry is creating high-paying jobs and generating revenue for communities across the nation. Employment in the video game industry grew at an annual rate of 2.9 percent, more than double the rate of the U.S. job market. Employees in the industry earned an average compensation of \$97,000 per year in 2015 – nearly double the average U.S. household income."⁶*

Program Forms: New Certificate Form (Last Revised 05/2017)

^{1. &}quot;Transforming Undergraduate Education in Engineering Phase II: Insights from Tomorrow's Engineers." The American Society for Engineering Education. Phase II Report (2017) 6-9. <u>http://tuee.asee.org/phase-ii/</u>

V.J. Shute, M. Ventura, F. Ke, "The power of play: The effects of Portal 2 and Lumosity on cognitive and noncognitive skills," <u>Computers and Education</u>, 80 (2015), 58-67.

M. Barr, "Video games can develop graduate skills in higher education students: A randomised trial," <u>Computers and Education</u>, 113 (2017), 86-97.

S. Smith and S. Chan, "Collaborative and Competitive Video Games for Teaching Computing in Higher Education," <u>Journal of Science</u> <u>Education and Technology</u>, 26 (2017), 438-457.

- 5. M-H Nguyen, "Jobs and careers in Esports and video gaming industry continue to grow," Business Insider, December 8, 2017. http://www.businessinsider.com/Esports-gaming-jobs-careers-2017-12
- S.E. Siwek, "U.S. Video Game Industry Expands to 50 States, Supporting 220,000 Jobs, and \$30.4 Billion in Revenue." 2017, http://www.theesa.com/wp-content/uploads/2017/02/ESA_EconomicImpactReport_Design_V3.pdf

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

Given the STEM focus of every major on the SD Mines campus any engineering or science student could participate in the certificate program. The program has been designed to maximize flexibility for all SD Mines students, regardless of major/degree programs. The intention is for the certificate to serve as a standalone credential that adds value to a student's major course of study.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):²

Prefix	Number	Course Title	Credit	New
			Hours	(yes,
				no)
CSC	150/150L	Computer Science I OR	3	No
CSC	170	Programming for Engineers and Scientists OR	3	No
CBE	117	Programming for Chemical and Biological Engineers AND	1	No
CBE	250	Computer Applications in Chemical Engineering	2	No
PSYC	331	Industrial and Organizational Psychology	3	No
IENG	321/321L	Ergonomics/Human Factors Eng./Lab OR	3(2-1)	No
HUM	375	Computers in Society	3	No
IENG	248/248L	Engineering Graphics & Computer Modeling OR	2	No
CEE	117/117L	Introduction to CADD/Lab	2(1-1)	
HUM	376	Esports and Simulations: Overview	1	Yes
		Subtotal	12	

The new course was included with the certificate program because no other course currently exists to serve as a capstone course. In addition, the new course will provide necessary context for the other courses that are part of the certificate program.

6. Student Outcome and Demonstration of Individual Achievement.³

² Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

³ Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

- **A.** What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*
- Acquire a base of knowledge about the computing and graphic design elements behind video gaming
- Develop facility with understanding and leveraging team dynamics in collaborative and competitive environments
- Build communication skills effective with highly diverse audiences through the practice of Esports on remote, global platforms
- Gain insights into the sociological and psychological factors at play in the collaborative and competitive environments associated with Esports teams.
- **B.** Complete Appendix A Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*
- 7. Delivery Location.⁴
 - A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date		
On campus	Yes	Choose an item.	2018	

	Yes/No	If Yes, list location(s) Intended Sta	
Off campus	No		Choose an item. Choose
•			an item.

	Yes/No	If Yes, identify delivery methods ⁵	Intended Start Date
Distance Delivery	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?⁶

⁴ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁵ Delivery methods are defined in <u>AAC Guideline 5.5</u>.

⁶ This question responds to HLC definitions for distance delivery.

ATTACHMENT I 6

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

8. Additional Information: Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (1) DATE: August 7-9, 2018

SUBJECT

New Specialization: USD Specialization in Finance in the Master of Business Administration

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Finance in the Master of Business Administration (MBA). The specialization is designed to meet growing market demand for graduates with the ability to analyze finance related issues for corporations and make sound financial decisions. USD cites the US Department of Labor as indicating that the occupations of financial managers, financial analysts, financial advisors, and financial examiners all anticipate employment growth above 10% through 2026.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization on the Vermillion campus and as an online program. The specialization requires the creation of two new courses. USD is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

New Specialization Request Form: USD - Finance within the MBA

DRAFT MOTION 20180807_5-D(1):

I move to authorize USD to offer the specialization in Finance in the Master of Business Administration program, including online delivery, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Specialization

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED SPECIALIZATION:	Master of Business Administration
	with Finance Specialization
NAME OF DEGREE PROGRAM IN WHICH	Master of Business Administration
SPECIALIZATION IS OFFERED:	(MBA)
INTENDED DATE OF IMPLEMENTATION:	8/1/2018
PROPOSED CIP CODE:	52.0801
UNIVERSITY DEPARTMENT:	Accounting and Finance
UNIVERSITY DIVISION:	Beacom School of Business

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

	Institutional App President or Chief Academi	Date		
1.	Level of the Specialization:			
	Baccalaureate	Master's 🗵	Doctoral	

2. What is the nature/purpose of the proposed specialization?

The Beacom School of Business at the University of South Dakota seeks to add a Finance specialization to meet the growing market demand for graduates with the ability to analyze finance related issues for corporations, and make sound financial decisions. In addition to general business acumen, students and employers increasingly seek specialized knowledge. The general MBA requires students to take two elective courses. A Finance specialization would replace these two electives with three specialized courses. A review of MBA programs with specializations indicate three courses in addition to a core curriculum is common with MBA specialization programs.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

The Finance department recently conducted a survey of its students to ascertain whether an MBA specialization in Finance would be of interest among the students. 63 students (34 undergraduate and 29 graduate students) completed the survey. In this survey, nearly 100% of undergraduate students and 98% of graduate students stated finance would be important in their future career. Furthermore, 65% of undergraduate students and 52% of graduate students stated they would be interested in an MBA with a concentration in Finance if it was offered.

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

The US Department of Labor lists a number of occupations related to finance. The largest four finance occupations and their 10 year employment growth expectations are summarized in the table below. All projections were obtained from the Bureau of labor Statistics website: https://www.bls.gov/ooh/business-and-financial/home.htm

Occupation #		Projected growth	New jobs
	employed	2016-2026	added
	2016		
Financial Managers	580,400	19% (much faster than average)	108,600
Financial Analysts	296,100	11% (faster than average)	32,200
Personal Financial Advisor	271,900	15% (much faster than average)	40,400
Financial Examiners	52,500	10% (faster than average)	5,100

The world of finance is becoming ever more complex and employers are seeking to hire individuals with a finance degree or specialization. The Beacom School of Business recently learned that USD is ranked 3rd nationally over the last 10 years for FDIC bank examiner hires. Keeping our curriculum up to date is critical to ensuring our students are adequately prepared for to these positions now and in the future. The proposed MBA Finance Specialization will allow our students to be better prepared to obtain jobs in this rapidly growing industry.

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Prefix Number		Course Title	Credit Hours	New	
		(add or delete rows as needed)		(yes, no)	
Foundation	n Courses (for s	tudents without pre-requisites):			
ACCT	520	Foundations of Accounting	3	no	
BADM	505	Foundations of Finance	3	no	
BADM	520	Foundations of Calculus and Statistics for Business	3	no	
BADM	525	Production and Operations Management	3	no	
BADM	580	Foundations of Management and Marketing	3	no	
ECON	580	Foundations of Economics	3	no	
Foundation	n Courses Subt	otal	18		
Advanced	Courses for MI	BA			
ACCT	781	Managerial Accounting	3	no	
BADM	710	Managerial Finance	3	no	
BADM	720	Quantitative Analysis	3	no	
BADM	760	Operations Management	3	no	
BADM	761	Leadership Development	3	no	
BADM	762	Business and Its Environment	3	no	
BADM	770	Managerial Marketing	3	no	
BADM	780	Strategic Management	3	no	
ECON	782	Managerial Economics	3	no	
FIN	<mark>711</mark>	Investment Analysis & Portfolio Management	<mark>3</mark>	no	
Select two fina	ance approved electi				
FIN	<mark>519</mark>	Advanced Financial Analysis and Modeling	<mark>3</mark>	yes (
<mark>FIN</mark>	<mark>512</mark>	Security Analysis	<mark>3</mark>	no no	
FIN	<mark>513</mark>	Advanced Corporate Finance	<mark>3</mark>	no no	

3157 Program Forms: New Specialization Form (Last Revised 05/2017)

ATTACHMENT I 4

9

36 - 54

FIN	<mark>514</mark>	Financial Derivatives	<mark>3</mark>	no
FIN	<mark>515</mark>	Financial Institutions	<mark>3</mark>	no
FIN	<mark>516</mark>	Commercial Bank Management	3	no
FIN	<mark>517</mark>	International Finance	3	no
FIN	<mark>590</mark>	Seminar	3	no
FIN	<mark>712</mark>	International Financial Management	3	yes
Advanced C	Advanced Courses Subtotal			

Total number of hours required for completion of specialization Total number of hours required for completion of degree

5. Delivery Location²

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start L	Date
On campus	No	Fall	2018

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?³

	Yes/No	If Yes, identify delivery methods	Intended Start	Date
Distance Delivery	Yes		Fall	2018
(online/other distance				
delivery methods)				

6. Additional Information: Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

² The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

³ This question responds to HLC definitions for distance delivery.

Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (2) DATE: August 7-9, 2018

SUBJECT

New Specialization: USD Specialization in Analytics for Large Data Sets in the MS in Physics

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Large Data Sets in the Master of Science (MS) in Physics. The specialization will focus on courses related to data mining, analytics, data storage, and high performance computing – areas in which USD Physics faculty have existing expertise. USD notes that software companies, banks, and data analytics agencies frequently hire Physics graduates. South Dakota's projected job growth in big data and analytics workers ranges from 14% to 35% over the next ten years.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization on the Vermillion campus. The specialization consists entirely of existing courses. USD is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

New Specialization Request Form: USD – Analytics for Large Data Sets within the MS in Physics

DRAFT MOTION 20180807_5-D(2):

I move to authorize USD to offer the specialization in Analytics for Large Data Sets in the MS in Physics as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Analytics for Large Data Sets
NAME OF DEGREE PROGRAM IN WHICH	Physics, M.S., Plan A (Thesis
SPECIALIZATION IS OFFERED:	Option)
INTENDED DATE OF IMPLEMENTATION:	8/20/2018
PROPOSED CIP CODE:	40.0801
UNIVERSITY DEPARTMENT:	Physics
UNIVERSITY DIVISION:	Arts and Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. Level of the Specialization (*place an "X" in the appropriate box*):

Baccalaureate \Box Master's \boxtimes Doctoral \Box

2. What is the nature/purpose of the proposed specialization?

The proposed specialization in Analytics for Large Data Sets for the M.S. in Physics will focus on courses in subjects closely related to Data Mining, Data Analytics, Data Storage, Database management, Big Data Processing, High Performance Computing, and will reflect an area of underground physics research interest and strength within the Department of Physics.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹ We are requesting the addition of an Analytics for Large Data Sets Specialization to our M.S. graduate offerings. The proposed specialization will enhance the collaboration between Physics, Computer Science, and Mathematics and highlight the USD Physics faculty's expertise in Big Data and Analytics to prospective students. USD Physics faculty has considerable expertise in particle and nuclear physics, both of which require significant skills in big data processing and data analytics. Faculty members with backgrounds in particle and nuclear physics received specialized training with big data processing and data analytics.

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

USD's Physics PhD program has hired four new faculty members who all have high skills in big data processing, data analytics, and data analysis with large-scale experiments such as Super CDMS, Majorana and LZ, in addition to three existing faculty members who have significant big data and analytics knowledge in the field, and who are associated with Fermi National Laboratory, Lawrence Berkeley National Laboratory, and Los Alamos Laboratory. One of the goals of the change is to increase our visibility to international and domestics students looking for a graduate program that has high market demand. By specifically designating our M.S. students' specialization in big data and analytics skills, we will make our graduates more attractive to federal, state, and non-governmental agency employers in the big data and analytics fields. The proposed specialization will indicate a higher level of specificity to potential employers than is suggested by an unspecialized M.S. in Physics and will indicate that graduates have a specific marketable skillset and competencies. Particle physicists or nuclear scientists are often hired by software companies, banks, data analytics agencies or companies. Statistically, 23% of physics students enter software companies and 25% of physics students enter the banking and finance industry². The U.S. Bureau of Labor Statistics anticipates job opportunity in Big Data and Analytics to be 2.72 million by 2020³. Additionally, the South Dakota Department of Labor and Regulation estimates job growth for Big Data and Analytics Workers to be in a range of 14% to 35% over the next 10 years⁴.

Prefix	Number	Course Title	Credit	New		
			Hours	(yes, no)		
<mark>Major Ar</mark>	Major Area Coursework					
<mark>PHYS</mark>	<mark>543</mark>	Statistical Mechanics	<mark>2</mark>	No		
<mark>PHYS</mark>	<mark>551</mark>	Classical Mechanics	<mark>4</mark>	No		
<mark>PHYS</mark>	<mark>571</mark>	Quantum Mechanics	<mark>4</mark>	No		
<mark>PHYS</mark>	<mark>790</mark>	Seminar (1 required)	<mark>1-3</mark>	No		
PHYS	<mark>798</mark>	Thesis (6 required)	<mark>6</mark>	No		
		Subtotal	<mark>17</mark>			
Analytics	for Large D	ata Sets Specialization				
CSC	<mark>785</mark>	Information Storage and Retrieval	<mark>3</mark>	No		
CSC	<mark>721</mark>	Distributed Systems	<mark>3</mark>	No		
<mark>MATH</mark>	<mark>792</mark>	Topics in Statistics	<mark>3</mark>	No		
PHYS	<mark>792</mark>	Topics: Big Data and Data Analytics	<mark>3</mark>	No		
CSC	<mark>586</mark>	Data Mining	<mark>3</mark>	No		
or						
CSC	<mark>548</mark>	Machine Learning				
		Subtotal Subtotal	<mark>15</mark>			
Departm	ent Approve	d Electives (4 credits required)				
PHYS	7XX	Approved Electives	<mark>4</mark>	No		
		Subtotal	<mark>4</mark>			

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Total number of hours required for completion of specialization

<mark>15</mark>

Program Forms: New Specialization Form (Last Revised 05/2017)

² <u>https://www.aip.org/sites/default/files/statistics/physics-trends/fall17-bs-fieldofemp.pdf</u>

³ Burning Glass Technologies. *The Quant Crunch: How the demand for data science skills is disrupting the job market*. 2017. http://burning-glass.com/research/quant-crunch-data-science-job-market/

⁴ South Dakota estimates and projections from South Dakota Department of Labor, available at: <u>http://dlr.sd.gov/lmic/occupation_projections.aspx</u>

Total number of hours required for completion of major Total number of hours required for completion of degree

21	
36	

5. Delivery Location⁵

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date	
On campus	Yes	Fall	2018

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods ⁶	Intended Start Date
Distance Delivery	No		
(online/other distance			
delivery methods)			

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?⁷

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		
(online/other distance			
delivery methods)			

⁵ The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

⁶ Delivery methods are defined in <u>AAC Guideline 5.5</u>.

⁷ This question responds to HLC definitions for distance delivery.

Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (3) DATE: August 7-9, 2018

SUBJECT

New Specialization: USD Specialization in Professional Writing in the BA/BS in English

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Professional Writing in the Bachelor of Arts (BA) and Bachelor of Science (BS) in English. The specialization will provide students with valuable and marketable skills related to technical and other aspects of writing common in businesses. USD cites studies indicating nearly two-thirds of professions requiring writing skills and growing demand for technical writers.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization on the Vermillion campus. The specialization requires the creation of three new courses. USD is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

New Specialization Request Form: USD – Professional Writing within the BA/BS in English

DRAFT MOTION 20180807_5-D(3):

I move to authorize USD to offer the specialization in Professional Writing in the BA/BS in English programs as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Professional Writing
NAME OF DEGREE PROGRAM IN WHICH	B.A. and B.S., English
SPECIALIZATION IS OFFERED:	
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	23.1303
UNIVERSITY DEPARTMENT:	English
UNIVERSITY DIVISION:	Arts & Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

	Click here to enter a
	date.
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. Level of the Specialization:

Baccalaureate X Master's

Doctoral

2. What is the nature/purpose of the proposed specialization?

This proposed specialization provides students with a designation on their transcript that they have completed a significant amount of coursework related to the valuable and portable skills associated with professional writing. This specialization supports the department and university mission of providing educational opportunities that improve students' writing skills and critical thinking capacities.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹ According to the 2011 GMAC Corporate Recruiters Survey, 86% of employers listed "strong

communication skills" as a desired ability, making it the most cited feature in the survey's listing of "Desired Knowledge, Skills, and Abilities Employers Seek in New MBA Hires."² Robert Hosking points to a recent study that indicates nearly 2/3 of all professions require writing skills; moreover, they estimate that \$3.1 billion are spent on professional writing on-the-job training.³

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. ² "2011 Corporate Recruiters Survey." Graduate Management Admissions Council,

http://www.gmac.com/~/media/Files/gmac/Research/Employment-Outlook/2011GMAC_CorporateRecruiters_SR.pdf. Accessed 4 Apr. 2017.

³ Hosking, Robert. "Why Good Writing Skills Are Important in Today's Workplace—and Tips for Developing Them." *Executive Secretary Magazine*, 25 Mar. 2014, http://executivesecretary.com/why-good-writing-skills-are-important-in-todays-workplace-and-tips-for-developing-them/. Accessed 4 Apr. 2017.

The proposed specialization will credential students in professional writing and make them more marketable in a range of fields that may not, on the surface, appear to be connected directly to writing. The 2016 median pay of \$69,850 per year for technical writers represents solid earning potential with a bachelor's degree ("Technical Writers"). The Bureau of Labor Statistics indicates that technical writing is a fast-growing field with 52,000 jobs currently in the market. The demand for technical writers is expected to climb by 5,300 jobs (roughly 10%) by 2024 ("Technical Writers").⁴ The more broadly defined "Writers and Authors" occupation indicates median pay of \$61,820 per year, and a growth rate of 8%.⁵

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Prefix	Number	Course Title	Credit Hours	New (yes, no)
<mark>ENGL</mark>	<mark>203</mark>	English Grammar	<mark>3</mark>	No
ENGL	221	British Literature I	3	No
ENGL	222	British Literature II	3	No
ENGL	241	American Literature I	3	No
ENGL	242	American Literature II	3	No
ENGL	284	Introduction to Criticism	3	No
<mark>ENGL</mark>	<mark>486</mark>	Rhetorical Theory and Practice*	<mark>3</mark>	No
ENGL	489	Senior Capstone	3	No
			24	

ELECTIVES	(TAKE THREE OF THE	FOLLOWING)		
<mark>ENGL</mark>	<mark>205</mark>	Business Writing	3 3	No
<mark>ENGL</mark>	<mark>378</mark>	Professional Writing	<mark>3</mark>	Yes
<mark>ENGL</mark>	<mark>379</mark>	Technical Communication*	<mark>3</mark>	No
<mark>ENGL</mark>	<mark>402</mark>	Persuasive Writing	3	Yes
<mark>ENGL</mark>	<mark>403</mark>	Grant Writing	<mark>3</mark>	Yes
<mark>ENGL</mark>	<mark>493</mark>	Workshop: Publishing	3	No
	·			
ELECTIVES				
<mark>ENGL</mark>	400-level		<mark>3</mark>	No

Total number of hours required for completion of specialization Total number of hours required for completion of major Total number of hours required for completion of degree

18	
36	
120	

* These courses are not new to the South Dakota system, but will need to be activated for USD.

5. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire specialization at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire specialization through distance technology (e.g., as an on-line program)?⁶

⁴ Technical Writers – Occupational Outlook Handbook." U.S. Bureau of Labor Statistics,

https://www.bls.gov/ooh/media-and-communication/technical-writers.htm. Accessed 5 Feb. 2018.

⁵ Writers and Authors – Occupational Outlook Handbook. U.S. Bureau of Labor Statistics.

https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm. Accessed June 27, 2018.

⁶ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

ATTACHMENT I 4

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		

6. Additional Information: Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

Note that the current ENGL 305 course will be phased out and replaced with the combination of ENGL 378, ENGL 379, ENGL 402, and ENGL 403, courses that cover, in more depth, the topics previously offered in ENGL 305.

Based on faculty assessment and student feedback, the department determined that the material covered by ENGL 305 would be best addressed in separate courses. One particularly challenging part of the Grant Writing portion of the class involves a service learning component that matches students with existing community organizations. (This year, in fact, some grants written by students in the class were funded). It is extremely difficult to establish the necessary relationships and complete needed steps in only a portion of the semester; a full semester devoted to grant writing will better serve student needs. Likewise, the Professional and Technical components are better addressed in semester-long courses, as is typical in most comparable college curricula.

In order to enable students to take a variety of classes over the course of their studies toward this specialization and to manage department resources, the English Department plans to offer and rotate the courses as follows:

- 1. ENGL 493: Workshop in Publishing, already offered in multiple versions, emphasizes different aspects of publishing practice.
- 2. ENGL 378 and ENGL 486 will be scheduled in alternating semesters.
- 3. One course from the ENGL 379, ENGL 402, ENGL 403 "series" will be offered each semester.

Academic and Student Affairs Consent

AGENDA ITEM: 5 – E DATE: August 7-9, 2018

SUBJECT

Program Modification – Accelerated Program Request – USD

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval AAC Guideline 2.3 – Substantive Program Modifications AAC Guideline 2.3.A – Institutional Substantive Program Modification Requests Summary

BACKGROUND / DISCUSSION

The University of South Dakota has submitted the following program modification proposal provided in Attachment I. These requests are also available on the <u>Institutional</u> <u>Substantive Program Modification Requests Webpage</u>.</u>

Existing Program: Substantive Program Modification

• Physics (MS) – request to add fast-track program

While the System Chief Academic Officer approves substantive course and program modifications after a formal review by the Academic Affairs Council, any program modifications that allow for the creation of accelerated programs must obtain formal approval by the Board.

IMPACT AND RECOMMENDATION

This request has been reviewed by the system Vice President for Academic Affairs.

Board staff recommends approval.

ATTACHMENTS

Attachment I - USD: Substantive Program Modification Requests Summary Form

DRAFT MOTION 20180807_5-E:

I move to approve the program modification request to allow for USD's MS in Physics to be offered as an accelerated program as described in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS



Institutional Substantive Program Modification Requests

Institution:	University of South Dakota	Date:	6/28/2018
			01 = 01 = 0 = 0

Institutional representatives should provide direct links to PDF documents for each of the program modification requests represented below. All requests should be posted on the campus Curriculum and Instruction website one week prior to the Academic Affairs Council meeting where the program modification request is being considered.

Program Title	Approval
Physics, M.S. (accelerated track)	

Program modifications referenced above for approval have been reviewed by the Academic Affairs Council and the System Vice President for Academic Affairs and may be advanced forward for entry in Colleague. For those program modifications listed above that did not receive approval, additional clarification or justification will be necessary and should be re-routed through the review process on a separate "Institutional Substantive Program Modification Requests" form once all issues have been resolved.

Signature: System Vice President for Academic Affairs

Date



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	University of South Dakota
CURRENT PROGRAM TITLE:	Physics, M.S., Plan A (Thesis Option), Analytics for
	Large Data Sets Specialization
CIP CODE:	40.0801
UNIVERSITY DEPARTMENT:	Physics
UNIVERSITY DIVISION:	Arts & Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

	Eliz	abeth M. Freeburg			6/26/18
		ent of Academic Affairs	or		Date
	Presid	ent of the University			
1.	This modification add	lresses a change in:			
	Total credits requir	red within the discipline		Total credits of sup	portive course work
	Total credits of ele	ctive course work		Total credits requir	red for program
	Program name			Existing specializa	tion
	CIP Code		\boxtimes	Other (explain bel fast-track program	ow) Addition of a m
2.	Effective date of chan	ge (enter catalog year):	Fal	1 2018	
3.	Program Degree Leve	el (place an "X" in the a	pprop	riate box):	
	Associate	Bachelor's	Master	r's 🖂 Doctoral	
4.	Category:				
5.	Certificate If a name change is p	Specialization	Min I occu	<u> </u>	
	\Box On the effective	ve date for all students			
	On the effective from existing	ve date for students new program)	to the j	program (enrolled st	udents will graduate
	Proposed new name:	Reminder: Name changes site approvals, etc.	may rea	quire updating related a	urticulation agreements,

6.	Primary Aspects of the Modification	(add lines or adjust cell size as needed):
	Existing Curriculum	Proposed Curriculum (<mark>highlight changes</mark>)

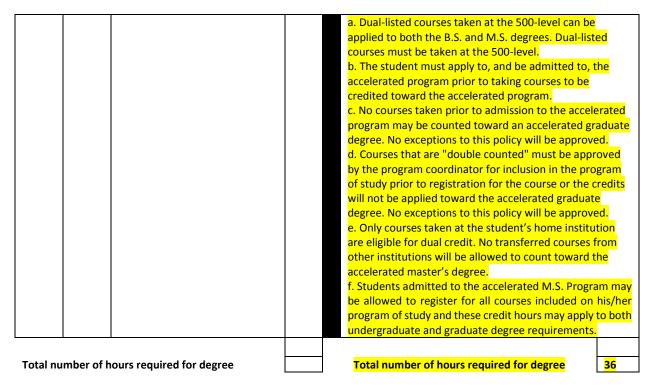
Master of Science, Physics Plan A (thesis)Major Area CourseworkPHYS721Electrodynamics I3PHYS723Electrodynamics II3PHYS743Statistical Mechanics3PHYS751Classical Mechanics3PHYS771Quantum Mechanics I3PHYS773Quantum Mechanics II3PHYS770Quantum Mechanics II3PHYS790Seminar (1 cr. Required)1-3PHYS798Thesis (7 cr. Required)1-9Select of votice for the following electives:PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics II3PHYS581Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS779Group Theory3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS788Research in Physics1-5PHYS781Independent Study in Physics1-5
Major Area CourseworkPHYS721Electrodynamics I3PHYS723Electrodynamics II3PHYS743Statistical Mechanics3PHYS751Classical Mechanics3PHYS751Classical Mechanics I3PHYS771Quantum Mechanics II3PHYS773Quantum Mechanics II3PHYS790Seminar (1 cr. Required)1-3PHYS798Thesis (7 cr. Required)1-9Select 6 credit hours from the following electives:PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics I3PHYS581Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS779Group Theory3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS788Research in Physics1-5
PHYS723Electrodynamics II3PHYS743Statistical Mechanics3PHYS751Classical Mechanics3PHYS751Quantum Mechanics I3PHYS773Quantum Mechanics II3PHYS770Seminar (1 cr. Required)1-3PHYS790Seminar (1 cr. Required)1-9Select 6seminar (1 cr. Required)1-9Select 6seminar (1 cr. Required)1-9PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics I3PHYS581Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS775General Relativity3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS784Research in Physics1-5
PHYS723Electrodynamics II3PHYS743Statistical Mechanics3PHYS751Classical Mechanics3PHYS751Quantum Mechanics I3PHYS773Quantum Mechanics II3PHYS770Seminar (1 cr. Required)1-3PHYS790Seminar (1 cr. Required)1-9Select 6seminar (1 cr. Required)1-9Select 6seminar (1 cr. Required)1-9PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics I3PHYS581Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS775General Relativity3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS784Research in Physics1-5
PHYS743Statistical Mechanics3PHYS751Classical Mechanics3PHYS771Quantum Mechanics I3PHYS773Quantum Mechanics II3PHYS773Quantum Mechanics II3PHYS790Seminar (1 cr. Required)1-3PHYS798Thesis (7 cr. Required)1-9Select 6 credit hours from the following electives:PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics I3PHYS581Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS779General Relativity3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS784Research in Physics1-5
PHYS751Classical Mechanics3PHYS771Quantum Mechanics I3PHYS773Quantum Mechanics II3PHYS773Quantum Mechanics II3PHYS790Seminar (1 cr. Required)1-3PHYS798Thesis (7 cr. Required)1-9Select 6 credit hours from the following electives:PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics3-4PHYS581Mathematical Physics I3PHYS739Condensed Matter Physics II3PHYS775General Relativity3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS788Research in Physics1-5
PHYS771Quantum Mechanics I3PHYS773Quantum Mechanics II3PHYS790Seminar (1 cr. Required)1-3PHYS798Thesis (7 cr. Required)1-9Select 6 credit hours from the following electives:PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics3-4PHYS581Mathematical Physics I3PHYS683Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS775General Relativity3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS788Research in Physics1-5
PHYS773Quantum Mechanics II3PHYS790Seminar (1 cr. Required)1-3PHYS798Thesis (7 cr. Required)1-9Select 6 credit hours from the following electives:PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics3-4PHYS581Mathematical Physics I3PHYS683Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS775General Relativity3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS788Research in Physics1-5
PHYS790Seminar (1 cr. Required)1-3PHYS798Thesis (7 cr. Required)1-9Select 6 credit hours from the following electives:PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics3-4PHYS581Mathematical Physics I3PHYS683Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS779General Relativity3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS788Research in Physics1-5
PHYS798Thesis (7 cr. Required)1-9Select 6 credit hours from the following electives:PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics3-4PHYS581Mathematical Physics I3PHYS683Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS775General Relativity3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS785Astrophysics and Cosmology3PHYS788Research in Physics1-5
Select 6 credit hours from the following electives:PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics3-4PHYS581Mathematical Physics I3PHYS683Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS775General Relativity3PHYS761Nuclear and Particle Physics3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS788Research in Physics1-5
PHYS533Nuclear and Elementary Particle Physics3PHYS539Solid State Physics3-4PHYS581Mathematical Physics I3PHYS683Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS775General Relativity3PHYS779Group Theory3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS785Astrophysics and Cosmology3PHYS788Research in Physics1-5
PHYS539Solid State Physics3-4PHYS581Mathematical Physics I3PHYS683Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS775General Relativity3PHYS779Group Theory3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS785Astrophysics and Cosmology3PHYS788Research in Physics1-5
PHYS683Mathematical Physics II3PHYS739Condensed Matter Physics I3PHYS775General Relativity3PHYS779Group Theory3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS785Astrophysics and Cosmology3PHYS788Research in Physics1-5
PHYS739Condensed Matter Physics I3PHYS775General Relativity3PHYS779Group Theory3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS785Astrophysics and Cosmology3PHYS788Research in Physics1-5
PHYS775General Relativity3PHYS779Group Theory3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS785Astrophysics and Cosmology3PHYS788Research in Physics1-5
PHYS779Group Theory3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS785Astrophysics and Cosmology3PHYS788Research in Physics1-5
PHYS779Group Theory3PHYS761Nuclear and Particle Physics3PHYS783Quantum Field Theory3PHYS785Astrophysics and Cosmology3PHYS788Research in Physics1-5
PHYS783Quantum Field Theory3PHYS785Astrophysics and Cosmology3PHYS788Research in Physics1-5
PHYS785Astrophysics and Cosmology3PHYS788Research in Physics1-5
PHYS 788 Research in Physics 1-5
, ,
PHYS 791 Independent Study in Physics 1-3
PHYS 798 Thesis (in addition to required 1-9 hours)
Total number of hours required for degree 32
Master of Science, Physics Plan B (non-thesis)
PHYS 721 Electrodynamics I 3
PHYS 723 Electrodynamics II 3
PHYS 743 Statistical Mechanics 3
PHYS 751 Classical Mechanics 3
PHYS 771 Quantum Mechanics I 3
PHYS 773 Quantum Mechanics II 3
PHYS 788 Research in Physics (2 cr. 1-5 Required)
PHYS790Seminar (1 cr. Required)1-3
Select 11 credit hours from the following electives:
PHYS 533 Nuclear and Elementary Particle 3 Physics
PHYS 539 Solid State Physics 3-4
PHYS 581 Mathematical Physics I 3
PHYS 683 Mathematical Physics II 3
PHYS 739 Condensed Matter Physics I 3
PHYS 775 General Relativity 3
PHYS 779 Group Theory 3
PHYS 761 Nuclear and Particle Physics 3
PHYS 783 Quantum Field Theory 3

Proposed Curriculum (<mark>nighlight changes</mark>)			
Pref.	Num.	Title	Cr. Hrs.
Maste	of Scien	ce, Physics Plan A (thesis <mark>– no specia</mark>	alization)
Major	Area Cou	rsework	
PHYS	721	Electrodynamics I	3
PHYS	723	Electrodynamics II	3
PHYS	743	Statistical Mechanics	3
PHYS	751	Classical Mechanics	3
PHYS	771	Quantum Mechanics I	3
PHYS	773	Quantum Mechanics II	3
PHYS	790	Seminar (1 cr. Required)	1-3
PHYS	798	Thesis (7 cr. Required)	1-9
Select	6 credit h	ours from the following electives:	
PHYS	533	Nuclear and Elementary Particle Physics	3
PHYS	539	Solid State Physics	3-4
PHYS	581	Mathematical Physics I	3
PHYS	683	Mathematical Physics II	3
PHYS	739	Condensed Matter Physics I	3
PHYS	775	General Relativity	3
PHYS	779	Group Theory	3
PHYS	761	Nuclear and Particle Physics	3
PHYS	783	Quantum Field Theory	3
PHYS	785	Astrophysics and Cosmology	3
PHYS	788	Research in Physics	1-5
PHYS	791	Independent Study in Physics	1-3
PHYS	798	Thesis (in addition to required hours)	1-9
Total n	umber o	f hours required for degree	32
Maste	of Sci	ence, Physics Plan B (non-thesis	<mark>– no</mark>
special	ization)		
PHYS	721	Electrodynamics I	3
PHYS	723	Electrodynamics II	3
PHYS	743	Statistical Mechanics	3
PHYS	751	Classical Mechanics	3
PHYS	771	Quantum Mechanics I	3
PHYS	773	Quantum Mechanics II	3
PHYS	788	Research in Physics (2 cr. Required)	1-5
PHYS	790	Seminar (1 cr. Required)	1-3
Select	11 credit	hours from the following electives:	
PHYS	533	Nuclear and Elementary Particle Physics	3
PHYS	539	Solid State Physics	3-4
PHYS	581	Mathematical Physics I	3
PHYS	683	Mathematical Physics II	3
PHYS	739	Condensed Matter Physics I	3
PHYS	775	General Relativity	3
PHYS	779	Group Theory	3
PHYS	761	Nuclear and Particle Physics	3
PHYS	783	Quantum Field Theory	3
-			

Program Forms: Substantive Program Modification Form (Last Revised 08/2016) 3170

PHYS	785	Astrophysics and Cosmology	3	PHYS	785	Astrophysics and Cosmology	3
PHYS	788	Research in Physics (in addition to	1-5	PHYS	788	Research in Physics (in addition to	1-5
		2 required hours above)		_		2 required hours above)	
PHYS	791	Independent Study in Physics	1-3	PHYS	791	Independent Study in Physics	1-3
PHYS	792	Topics	1-3	PHYS	792	Topics	1-3
Total nu	mber of	hours required for degree	32			of hours required for degree	32
Masters	of Scien	ce Degree (Plan A - Thesis)				cience Degree (Plan A – Thesis	
				_		arge Data Sets Specialization Only)	
	rea Cour			-	Area Co	oursework	
PHYS	721	Electrodynamics I	3	Delete			
PHYS PHYS	723 743	Electrodynamics II Statistical Mechanics	3 3	Delete Delete			
PHYS	745	Classical Mechanics	3	Delete			
PHYS	771	Quantum Mechanics I	3	Delete			
PHYS	773	Quantum Mechanics I	3	Delete			
			-	PHYS	<mark>543</mark>	Statistical Physics	2
				PHYS	<mark>551</mark>	Classical Mechanics	4
				PHYS	<mark>571</mark>	Quantum Mechanics	4
PHYS	790	Seminar (1 credit hour required)	1-3	PHYS	790	Seminar (1 credit hr required)	1-3
PHYS	798	Thesis (7 credit hours required)	7-9	PHYS	798	Thesis <mark>(6 credit hours required)</mark>	<mark>6</mark>
		Subtotal	27			Subtotal Required	<mark>17</mark>
	•	1				arge Data Sets Specialization	
				CSC	<mark>785</mark>	Information Storage and	<mark>3</mark>
				CSC	<mark>721</mark>	Retrieval Distributed Systems	3
				MATH	792	Topics in Statistics	3 3
				PHYS	792	Topics: Big Data and Data	
				-		Analytics	<mark>3</mark>
				CSC	<mark>586</mark>	Data Mining	_
				or			<mark>3</mark>
				CSC	<mark>548</mark>	Machine Learning	
Calaat C	ava dit ha	ours from the following electives:		Dever		Subtotal pproved elective (4 credits)	<mark>15</mark>
PHYS	533	Nuclear and Elementary Particle	3	Depart		pproved elective (4 credits)	
PHIS	555	Physics	3				
PHYS	539	Solid State Physics	3				
PHYS	581	Mathematical Physics I	3				
PHYS	683	Mathematical Physics II	3				
PHYS	739	Condensed Matter Physics I	3				
PHYS	749	Condensed Matter Physics II	3				
PHYS	775	General Relativity	3				
PHYS	779	Group Theory	3				
PHYS	761	Nuclear and Particle Physics	3				
PHYS	783	Quantum Field Physics	3				
	785	Astrophysics and Cosmology	3				
PHYS PHYS	788 791	Research in Physics Independent study in Physics	1-5 1-3				
PHYS	791		1-3				
	132		1-J				
						1	1.
		Subtotal	4	<mark>PHYS</mark>	<mark>7XX</mark>	Department-approved Electives	4
Total nu	mber of	hours required for degree	36	Total n	umber	of hours required for degree	36
				<mark>Analyt</mark> Up to 1 progra	<mark>ics for L</mark> 12 gradu m may l	laster's Program: BA or BS/MS (Plan arge Data Sets Specialization only) uate credits applied toward the B.S. be used to satisfy graduate requirem restrictions apply:	

Program Forms: Substantive Program Modification Form (Last Revised 08/2016)



7. Explanation of the Change:

The addition of an accelerated option will allow undergraduate students who have completed a minimum of 90 credit hours and have been admitted to the Master's program to pursue the M.S. in Physics, Analytics for Large Data Sets Specialization with 500-level coursework.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – F DATE: August 7-9, 2018

SUBJECT

High School Dual Credit Program Joint Powers Agreement

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 13-28-27.1 AAC Guideline 7.1 – Dual and Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION

Each year, the Board of Regents signs a Joint Powers Agreement with the Department of Education to outline the parameters of the High School Dual Credit Program. Specifically, the Agreement describes the reimbursement rate for dual credit courses that students take through the program, as well as any student data that needs to be transmitted to DOE in order for them to properly administer the program.

BOR obligations under the agreement include: providing and identifying dual credit courses in our general education curriculum, offering those courses at a rate of \$145 per credit hour (\$48.33/hour to be billed to students, and the remainder to be billed to DOE), provide postsecondary credit for each student who obtains the minimum grade necessary for course credit, identify a point of contact to coordinate registrations, grade reports, and inquiries from students and school districts, provide technical assistance as needed to enrolled students, and submitting information to DOE regarding course enrollment data and grades.

IMPACT AND RECOMMENDATIONS

The Joint Powers Agreement will allow the High School Dual Credit Program to continue per South Dakota Codified Laws, and will ensure that the necessary information is shared between the Board and DOE.

Board staff recommends the approval of the Agreement.

ATTACHMENTS

Attachment I – Proposed Joint Powers Agreement

DRAFT MOTION 20180807_5-F:

I move to approve the Joint Powers Agreement between the South Dakota Board of Regents and the Department of Education to continue to provide for joint action between the agencies to provide opportunities under the High School Dual Credit program.

Agreement Number 2019C-038

JOINT POWERS AGREEMENT BETWEEN THE SOUTH DAKOTA DEPARTMENT OF EDUCATION AND THE SOUTH DAKOTA BOARD OF REGENTS

This Joint Powers Agreement (JPA) is entered into between the South Dakota Department of Education (DOE), 800 Governors Drive, Pierre, SD 57501, and the South Dakota Board of Regents (BOR), 306 East Capitol Avenue, Suite 200, Pierre, SD 57501, pursuant to the authority provided in SDCL Chapter 1-24.

1. TERM AND TERMINATION

- A. The term of this JPA shall commence upon July 1, 2018 and shall end on July 1, 2020 unless otherwise extended or terminated as provided in this JPA.
- B. This Agreement may be terminated by either party upon thirty (30) days written notice to the other agency.
- C. Upon termination, each agency shall retain control of the agency's property as provided in this JPA.

2. PURPOSE

The purpose of this JPA is to provide for joint action between the agencies to provide dual credit opportunities to high school and homeschool students across the State of South Dakota who wish to take dual credit courses from public postsecondary institutions under the control of the BOR ("BOR Institution"). Both agencies concur that it is a more efficient use of state resources to enter into this joint undertaking.

3. FINANCING

- A. Except as specifically provided in this JPA, each agency shall be responsible for the costs of the equipment, personnel, and services it provides in the course of joint action under this agreement. The agencies shall also be responsible for the costs of their officers, employees, and agents participating in the coordination and management of joint actions under this agreement.
- B. DOE will make payment to BOR in the amount of \$145.00 per credit hour to 11th and 12th grade students enrolled in a dual credit course at a BOR Institution on BOR's last academic add/drop date. If current appropriations may be inadequate to fund all participants, DOE will cover student credit hour costs, as permitted under SDCL § 4-8-4, and will request such additional appropriations or other funds as may be necessary.
- C. BOR will submit itemized invoices three times yearly to the DOE Director of Career & Technical Education.

4. FUNDING REQUIREMENT

This JPA depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for the purposes contemplated herein. DOE intends to include, within its budget for all the fiscal years this JPA is in effect, an amount sufficient to cover the services required by this JPA. If sufficient funds or expenditure authority are not available, whether through the lack of appropriations by the State Legislature or otherwise, DOE may immediately terminate this JPA. Termination pursuant to this paragraph is not a default by DOE nor does it give rise to a claim against DOE.

5. CONTROL OF PROPERTY AND PERSONNEL

Personnel and property utilized in joint action under this JPA shall be controlled by the agencies in the following manner:

- A. Each agency shall retain title, ownership, and control of all property deployed in joint action under this agreement. Each party shall also remain responsible for any loss or damage of its property deployed in joint action under this JPA.
- B. Any officer, employee, or agent deployed on joint action under this agreement shall remain an employee with their agency during participation in joint action under this agreement. Each agency shall retain exclusive responsibility for its officers, employees, and agents while they are deployed in joint action under this agreement, including but not limited to regular and overtime wages and salaries, unemployment benefits, worker's compensation coverage, health insurance or other benefits, and liability coverage and indemnity except as otherwise specifically provided in this agreement.
- C. Each agency shall retain authority to recall property or personnel previously deployed in joint action if the agency deems it reasonably necessary to meet their own service provision requirements.

6. OWNERSHIP OF REPORTS

Reports and supporting materials submitted by the BOR to DOE pursuant to this JPA will be the property of the DOE. Original records and related materials used by the BOR to generate such reports and supporting materials will remain the property of BOR.

7. CONFIDENTIAL INFORMATION AND DATA PROTECTION

- A. Upon request, BOR will disclose the following information to DOE for dual credit program participants: student name, course enrollment data, and grade received.
- B. For purposes of this JPA, BOR designates DOE as an authorized representative in connection with the audit or evaluation of state or federal supported educational programs.
- C. DOE will use the information for the sole purposes of fulfilling its responsibilities in administering the dual credit program and evaluating the effectiveness of the dual credit program.
- D. The parties shall comply with all state and federal laws protecting the privacy of the data. Nothing in this JPA may be construed to allow any party to maintain, use, disclose or share data in a manner not allowed by state or federal law.
- E. Each party shall be responsible for designating an individual or individuals who shall be responsible for processing and responding to data requests from the other party.

- F. Transmission of all data must be by secure electronic systems/networks. DOE agrees that all data processed, stored, and/or transmitted under the provisions of this JPA shall be maintained in a secure manner that prevents further disclosure. DOE agrees to restrict access of data to DOE personnel who are authorized to have access for the purposes of administering the dual credit program and evaluating the effectiveness of this program.
- G. If either party learns that the confidentiality of any student data is breached or potentially breached, the party shall report this information in detail to the other party immediately upon discovery.
- H. The ability to access or maintain data under this JPA shall not under any circumstances transfer from or be assigned to any other individual, institution, organization, government or entity unless otherwise provided by this JPA.
- I. DOE will protect the data from further disclosure. DOE may redisclose the data only if all identifying information has been removed in accordance with 34 C.F.R. § 99.31(b).

8. GENERAL OBLIGATIONS

- A. As part of the services to be performed pursuant to this JPA, BOR agrees to:
 - i. Provide dual credit courses listed in Board Policy 2:7, Baccalaureate General Education Curriculum, to high school students or homeschool students, who meet admissions standards in accordance with the BOR Institution's policies and processes for admissions, registration, billing and grade reporting.
 - ii. Provide the courses referenced in paragraph 8.A.i at the rate of \$145.00 per hour, and charge each enrolled student \$48.33 per credit hour, payment for which shall be the responsibility of the student.
 - iii. Bill DOE for the remaining \$145.00 per credit hour in accordance with paragraph 3 of this JPA.
 - iv. Provide postsecondary credit for each student who obtains the minimum grade necessary for course credit according to BOR policy.
 - v. Identify a single point of contact to coordinate student registrations, grade reports, and student/school district inquiries related to the dual credit program.
 - vi. Work with the point of contact at each high school participating in the dual credit program and provide technical assistance as needed to enroll students in the program.
 - vii. Identify courses which qualify for the reduced rate dual credit program. Post courses to the DOE online storefront.
 - viii. Provide the information referenced in paragraph 7.A. to DOE as required within two weeks after completion of each semester.

B. As part of the services to be performed pursuant to this JPA, DOE agrees to:

i. Provide an online storefront that lists all reduced dual credit opportunities and related institutional registration information.

- ii. Provide dual credit program support materials to school districts.
- iii. Provide BOR with a list of high schools that are participating in the dual credit program.

9. ADMINISTRATION

Any joint activity conducted under this JPA shall be administered by the official in command of the joint activity as designated by the requesting agency. Property deployed in joint actions under this agreement shall be held and disposed in the manner described in paragraph 5 above.

10. GENERAL PROVISIONS

- A. This JPA, or any part thereof, or benefits to be received hereunder, shall not be assigned, transferred or otherwise disposed of to any person, firm, corporation or other entity. This JPA may not be modified or amended except in writing, which writing shall be expressly identified as part of this JPA, and which writing shall be signed by the official who executed this JPA or their authorized designees.
- B. This JPA shall be governed and construed in accordance with SDCL Chapter 1-24 and other applicable South Dakota law.
- C. The participating agencies declare that no specific entity as contemplated in SDCL 1-24-4(2) is being created to implement this JPA, and that the cooperative undertaking herein described shall be administered by DOE, through the Director of Career and Technical Education, and BOR, through the Executive Director, or authorized designees as contemplated in SDCL 1-24-5.
- D. Any notice or other communication required under this JPA shall be in writing. Notices shall be given by and to Amber Rost on behalf of DOE, and Paul Turman on behalf of BOR, or such authorized designees as either party may from time to time designate in writing.
- E. This JPA and the covenants herein contained shall inure to the benefit of and be obligatory upon the legal representatives, agents, employees, successors in interests and assigns to the respective parties hereto.
- F. In the event that any provision of this JPA shall be held unenforceable or invalid by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision herein.
- G. All other prior discussions, communications and representations concerning the subject matter of this JPA are superseded by the terms of this JPA, and except as specifically provided herein, this JPA constitutes the entire agreement with respect to the subject matter hereof. This JPA is intended to supersede and replace any existing agreement between the parties.
- H. This JPA is intended only to govern the rights and interest of the parties named herein. It is not intended to, does not and may not be relied upon to create any rights, substantial or procedural, enforceable at law by any third party in any matters, civil or criminal.

- I. This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.
- J. The participating agencies acknowledge that a true and correct copy of this JPA will be filed by DOE with the Office of Attorney General and the Legislative Research Council within 14 days of its final execution pursuant to SDCL 1-24-6.1.
- K. By the signature of their representative below, each agency certifies that approval of this JPA by ordinance, resolution or other appropriate means has been obtained by that agency's governing body or officer pursuant to SDCL 1-24-3 and 1-24-6 and that the representative is authorized to sign on the agency's behalf.

DocuSigned by:	
(Japa-	07/06/2018
 5F4A5456AEE7497	

Paul Turman

Authorized Representative (Date) South Dakota Board of Regents Tamara Darnall

Authorized Representative(Date)South Dakota Department of Education

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – G (1) DATE: August 7-9, 2018

SUBJECT

Agreements on Academic Cooperation – SDSM&T

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, South Dakota School of Mines and Technology seeks approval to renew an existing agreement on academic cooperation with Jaypee University of Information Technology (JUIT), Inida.

IMPACT AND RECOMMENDATION

The South Dakota School of Mines and Technology actively seeks international partnership opportunities with universities that are reviewed and deemed to be a good match in their academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange, unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and pay tuition and fees to the host institution.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Academic Agreement: Jaypee University of Information Technology (JUIT)

DRAFT MOTION 20180807_5-G(1):

I move to approve the agreement on academic cooperation between South Dakota School of Mines and Technology and Jaypee University of Information Technology University (JUIT).

MEMORANDUM OF UNDERSTANDING

between

South Dakota School of Mines & Technology Rapid City, South Dakota, USA

and

Jaypee University of Information Technology, Waknaghat, Solan, Himachal Pradesh, India

Jaypee University of Information Technology University (hereafter referred to as "JUIT" and the South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as "SDSMT"), believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality and reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- Staff exchange and collaboration
 - The two institutions agree in principle to the possibility of exchanges by general staff (administrative and technical) and faculty members. The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.
- Joint research activities and publications
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.
- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - o Visits for studying teaching principles and methods
 - Exchange of academic materials and other information
 - o Participation in seminars, congresses and meetings
- Student exchange
 - Each party will recommend potential students to participate in an exchange for the matriculation of the other university's appropriate academic programs on a reciprocal basis. The student's acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic programs. Unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and pay tuition and fees to the host institution.

"JUIT" and SDSMT agree to continue discussions on further cooperative activities as HMENT I 3 opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university's home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party with six months notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

Signed on behalf of Jaypee University of Information Technology University by

Prof. Vinod Kumar Vice Chancellor

June 13, 2018 Date:

Signed on behalf of South Dakota School of Mines & Technology by

Dr. James Rankin President

Date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – H DATE: August 7-9, 2018

SUBJECT

Articulation Agreements – USD

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:27 – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is "transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree." Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, the University of South Dakota requests approval for the following articulation agreements:

- Students who have completed coursework in the A.A.S. degree in Nursing at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science degree in Nursing (RN-BSN) at USD.
- Students who have completed coursework in the A.A.S. degree in Nursing at Southeast Technical Institute (STI) can apply credit toward the Bachelor of Science degree in Nursing (RN-BSN) at USD.

(Continued)

DRAFT MOTION 20180807_5-H:

I move to approve the articulation agreements between the University of South Dakota and 1) Lake Area Technical Institute, 2) Southeast Technical Institute, 3) University of Nebraska Medical Center, and 4) the University of North Dakota School of Medicine and Health Sciences.

- Students who have completed coursework in the B.S. degree in Medical Laboratory Science at the University of Nebraska Medical Center (UNMC) can apply credit toward the Bachelor of Science degree in Medical Laboratory Science at USD.
- Students who have completed coursework in the Medical Laboratory Science program at the University of North Dakota School of Medicine and Health Sciences can apply credit toward the Bachelor of Science degree in Medical Laboratory Science at USD.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Articulation Agreement: USD and LATI Attachment II – Articulation Agreement: USD and STI Attachment III – Articulation Agreements: USD and UNMC Medical Laboratory Attachment IV – Articulation Agreements: USD and UND School of Medicine and Health Sciences

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD) and LAKE AREA TECHNICAL INSTITUTE (LATI)

Agreement with Respect to Applying the NURSING (RN) Associate of Applied Sciences Degree Program at LATI Towards the NURSING (RN-BSN) Bachelor of Science Degree Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Lake Area Technical Institute (LATI).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students;
- D. provide LATI students who have completed the AAS degree in Nursing an opportunity to earn a Bachelor of Science degree with a major in Nursing (RN-BSN).

III. Academic Program

Graduation Requirements for the BS in Health Sciences at USD	
RN-BSN major requirements	40
General Education Credits:	32
Block transfer credits from LATI Nursing (RN):	48
Total credits required:	120

A. Requirements to be completed at USD for the major in Nursing (RN-BSN) are reflected in the catalog website: <u>http://www.usd.edu/RNBSNArticulation</u>

B. The general education coursework to meet Regental System General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the AAS in Nursing are identified in the chart below. Additional general education coursework may be transferred if the Regental System General Education transfer requirements are met. If all required General Education credits are completed at LATI while successfully completing the AAS in Nursing program a total of 81 credit hours may transfer. If students have additional equivalent coursework that meets Nursing (RN-BSN) requirements, a total of 90 transfer credits may be allowed.

USD General Education F	Requirement		LATI Equivalent	Credit Hours
SCD 1	ENGL 101 Composition	3	ENGL 101	3*
SGR 1 Written Communication and Literacy Skills	ENGL 201 Composition II	3		
SGR 2 Oral Communication	SPCM 101 Fundamentals of Speech	3	SPCM 101	3*
SGR 3	PSYC 101 General Psychology	3	PSYC 101	3*
Social Sciences	SOC 100 Introduction to Sociology	3	SOC 100	3*
SGR 4 Humanities & Fine Arts	Humanities and Fine Arts	6	ENGL 210 OR Humanities/Fine Arts	3*
SGR 5 Mathematics	Approved SGR 5 mathematics course	3	MATH 102 or higher	3*
SGR 6 Natural Sciences	PHGY 220 Human Anatomy/Physiology I PHGY 230 Human Anatomy/Physiology I	8	ANAT 142 with lab (3 credit hours) PHGY 210 with lab (4 credit hours)	7*
Total General Ed	ucation Credits	32	, , , , , , , , , , , , , , , , , , ,	25* ¹

General Education Course Requirements

*Included in the AAS in Nursing curriculum at LATI. In addition, students will transfer in 8 credits for MICR 231 and CHEM 106 for a total of 33 credits.

¹Additional general education credits may be transferred if they meet Regental System General Education transfer requirements up to a total of 90 credit hours.

IV. Pathway: Forward Articulation (completing the AAS in Nursing at LATI and transferring to USD to complete the Bachelor of Science in Nursing (RN-BSN)

A. Upon successful completion of the requirements of the AAS in Nursing at LATI, students may transfer to USD to complete the BS in Nursing (RN-BSN). At that time, USD will accept a block of 48 technical course credits from the AAS degree in Nursing. Students

must successfully complete the AAS degree in Nursing from LATI prior to transferring to USD for the technical course credits to be accepted. Transferable general education coursework in addition to the 48 technical course block credits will also be accepted.

- a. General education credits from LATI AAS curriculum: 33
- b. Total block credits: 48
- c. Total USD RN-BSN Credits: 39
- d. Total Credits Required for RN-BSN: 120
- B. Students will complete the requirements for the Nursing (RN-BSN) major and any other general education or free elective requirements that remain unsatisfied.
- C. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

V. Additional requirements

A. Students transferring coursework from LATI must have a cumulative GPA of 2.0 on a 4.0 scale.

VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Lake Area Technical Institute.

VIII. Incorporation of terms in master agreement.

The parties have entered into the present agreement pursuant to the agreement of December 14, 2004 between the Watertown Board of Education on behalf of Lake Area Technical Institute and the South Dakota Board of Regents on behalf of Black Hills State University, Dakota State University, Northern State University, the South Dakota School of Mines and Technology, South Dakota State University and The University of South Dakota. This agreement shall be subject to all terms and conditions stated in the December 14, 2004 agreement.

IX. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the University of South Dakota. Termination for any of these reasons s not a default by the University of South Dakota nor does it give rise to a claim against the University of South Dakota.

X. Effective Date of Agreement:

This agreement applies to students who graduated from LATI after fall 2018 or later with an AAS in Nursing degree.

For University of South Dakota:

	Date:	
Dr. Michael J. Lawler		
Dean, School of Health Sciences		
University of South Dakota		
	Date:	
Sheila K. Gestring		
President		
University of South Dakota		
For Lake Area Technical Institute:		
Tor Lake Area Technical Institute.		
	Date:	
Kim Bellum		
Dean of Academics		
Lake Area Technical Institute		
	Date:	
Michael Cartney		
President		
Lake Area Technical Institute		

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD) and SOUTHEAST TECHNICAL INSTITUTE (STI)

Agreement with Respect to Applying the NURSING (RN) Associate of Applied Sciences Degree Program at STI Towards the NURSING (RN-BSN) Bachelor of Science Degree Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Southeast Technical Institute (STI).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students;
- D. provide STI students who have completed the AAS degree in Nursing an opportunity to earn a Bachelor of Science degree with a major in Nursing (RN-BSN).

III. Academic Program

Graduation Requirements for the BS in Health Sciences at USD	
RN-BSN major requirements	40
General Education Credits:	32
Block transfer credits from STI Nursing (RN):	48
Total credits required:	120

A. Requirements to be completed at USD for the major in Nursing (RN-BSN) are reflected in the catalog website: <u>http://www.usd.edu/RNBSNArticulation</u>

B. The general education coursework to meet Regental System General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at STI if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the AAS in Nursing are identified in the chart below. Additional general education transfer requirements are met. If all required General Education credits are completed at STI while successfully completing the AAS in Nursing program up to 75 credit hours may transfer. If students have additional equivalent coursework that meets Nursing (RN-BSN) requirements, a total of 90 transfer credits may be allowed.

USD General Education R	Requirement		STI Equivalent	Credit Hours
SCD 1	ENGL 101 Composition	3	ENGL 101	3*
SGR 1 Written Communication and Literacy Skills	ENGL 201 Composition II	3		
SGR 2 Oral Communication	SPCM 101 Fundamentals of Speech	3	SPCM 101	3*
SGR 3	PSYC 101 General Psychology	3	PSYC 101	3*
Social Sciences	SOC 100 Introduction to Sociology	3	SOC 150 or SOC 250	3*
SGR 4 Humanities & Fine Arts	Humanities and Fine Arts	6		
SGR 5 Mathematics	Approved SGR 5 mathematics course	3		
SGR 6 Natural Sciences	PHGY 220 Human Anatomy/Physiology I PHGY 230 Human Anatomy/Physiology I	8	HC 118/118L PHGY 210	8**
Total General Ed	lucation Credits	32		20 * ¹

General Education (SGR) Course Requirements

*Included in the AAS in Nursing curriculum at STI. In addition, students will transfer in 8 credits for MICR 231 (upon approval of credit by verification) and CHEM 106 for a total of 27 credits. **An approved Credit by Verification necessary for transfer of credit and meeting the spirit of SGR 6.

¹Additional general education credits may be transferred if they meet Regental System General Education transfer requirements up to a total of 90 credit hours.

IV. Pathway: Forward Articulation (completing the AAS in Nursing at STI and transferring to USD to complete the Bachelor of Science in Nursing (RN-BSN)

- A. Upon successful completion of the requirements of the AAS in Nursing, students may transfer to USD to complete the BS in Nursing (RN-BSN). At that time, USD will accept a block of 48 technical course credits from the AAS degree in Nursing. Students must successfully complete the AAS degree in Nursing from STI prior to transferring to USD for the technical course credits to be accepted. Transferable general education coursework in addition to the 48 technical course block credits will also be accepted.
 - a. General education credits from STI AAS curriculum: 27
 - i. Includes 11 credit hours that require approval of credit by verification.
 - b. Total block credits: 48
 - c. Total USD RN-BSN Credits: 45
 - d. Total Credits Required for RN-BSN: 120
- B. Students will complete the requirements for the Nursing (RN-BSN) major and any other general education or free elective requirements that remain unsatisfied.
- C. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

V. Additional requirements

A. Students transferring coursework from STI must have a cumulative GPA of 2.0 on a 4.0 scale.

VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Southeast Technical Institute.

VIII. Incorporation of terms in master agreement.

The parties have entered into the present agreement pursuant to the agreement of December 13, 2005 between the Sioux Falls School District on behalf of Southeast Technical Institute and the South Dakota Board of Regents on behalf of Black Hills State University, Dakota State University, Northern State University, the South Dakota School of Mines and Technology, South Dakota State University and the University of South Dakota. This agreement shall be subject to all terms and conditions stated in the December 13, 2005 agreement.

IX. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate

or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the University of South Dakota. Termination for any of these reasons is not a default by the University of South Dakota nor does it give rise to a claim against the University of South Dakota.

X. Effective Date of Agreement:

This agreement applies to students who graduated from STI after fall 2018 or later with an AAS in Nursing degree.

For University of South Dakota:

	Date:
Dr. Michael J. Lawler	
Dean, School of Health Sciences	
University of South Dakota	
	Date:
Sheila K. Gestring	
President	
University of South Dakota	
For Southeast Technical Institute:	
	Date:
James D. Jacobsen	
Vice President of Academics	
Southeast Technical Institute	
	Date:
Pohart I Criggs	Date
Robert J. Griggs President	
Southeast Technical Institute	

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD) and Board of Regents of the UNIVERSITY OF NEBRASKA, a corporate public body, by and on behalf of the UNIVERSITY OF NEBRASKA MEDICAL CENTER (UNMC)

> Agreement with Respect to Applying the MEDICAL LABORATORY SCIENCE Bachelor of Science Degree Program at UNMC Towards the MEDICAL LABORATORY SCIENCE Bachelor of Science Degree Program at USD

Whereas the University of South Dakota (USD) confers a Bachelor of Science Degree in Medical laboratory Science;

Whereas the University of Nebraska Medical Center's College of Allied Health Professions provides the senior-year professional instruction and curriculum through its National Accrediting Agency for Clinical Laboratory Science (NAACLS) accredited Medical Laboratory Science (MLS) program;

Whereas the University of Nebraska Medical Center College of Allied Health professions confers a Bachelor of Science Degree in Medical Laboratory Science upon successful completion of the NAACLS accredited MLS program;

Whereas the parties wish to collaborate to increase opportunities for qualified students to complete the laboratory and clinical training portions of the program at UNMC;

Now therefore, it is agreed:

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Board of Regents of the University of Nebraska, a corporate public body, by and on behalf of the University of Nebraska Medical Center (UNMC).

II. Purpose

The purpose of this agreement is to:

- A. provide increased educational opportunities for students from South Dakota, Nebraska, and the region;
- B. extend clinical educational opportunities for students;

C. provide USD students who have completed the Medical Laboratory Science (MLS) required pre-clinical courses at USD and NAACLS accredited MLS Program at UNMC an opportunity to earn separate Bachelor of Science degrees with a major in Medical Laboratory Science from both USD and UNMC.

III. Academic Program

Graduation Requirements for the BS in Medical Laboratory Science at USD		
MLS Major Requirements:	50	
General Education Credits:	24^{1}	
Transfer up to 46 block credits from UNMC Medical Laboratory Science:	46	
Total credits required:	120	

¹Natural Science general education requirements <u>are reflected</u> in the Medical Laboratory Science major requirements

- A. Requirements to be completed at USD for the Medical Laboratory Science major are reflected in the catalog website: <u>MLS Catalog</u>
- B. The general education coursework to meet Regental System General Education Requirements must also be completed.
- C. Candidates for the UNMC MLS program are required to complete a minimum of 77 semester hours of specific college prerequisites from USD prior to enrollment. (UNMC will transfer equivalent prerequisite coursework from any accredited college. Grades lower than "C-" will not transfer to UNMC for credit.) College prerequisites are subject to change; revisions to prerequisite requirements will be considered annually and coordinated with the Parties.

With expected completion of the prerequisite coursework prior to starting the UNMC MLS Program, students may submit an application to the UNMC Division Medical Laboratory Science for admission to the UNMC program. The number of students admitted to the program each year will be determined by UNMC. Students admitted to UNMC must meet all the same admissions requirements as traditional UNMC students such as immunizations, background checks, etc. Each year, the selection process will be a coordinated activity with USD and UNMC program representatives participating. USD students will pay UNMC the same tuition and fees as like students.

See UNMC MLS Website Admission to the Program for <u>Admission Timetable</u>. See UNMC MLS Website Admission to the Program for <u>Pre-requisite Requirements</u>.

Summary of Partner Responsibilities:

The University of Nebraska Medical Center (UNMC) will provide:

• Consultation for recruitment materials

- Medical Laboratory Science Program Director to direct, supervise, and coordinate the MLS professional educational program
- Academic faculty directly involved in student selection, advising, and instruction
- NAACLS Accreditation of the program and Clinical Affiliate Sites
- Upon admission into the MLS program, UNMC will provide student services, IT support, library services, and maintenance of all student records

University of South Dakota (USD) will provide:

- Recruitment materials for the UNMC MLS program
- USD official who will screen candidates to ensure that they meet UNMC MLS admission requirements
- Academic faculty directly involved in student instruction, advising, and program exam proctoring for all prerequisite courses
- A point of contact faculty member or administrator for program coordination
- Communication to appropriate students the USD and UNMC reverse articulation agreement requirements
- Facilitate all administrative infrastructure and processes for USD graduation and degree conferment

IV. Reverse Articulation (completing years one, two, and three at USD, year four at UNMC, and transferring UNMC credits back to USD for completion of degree)

- A. Students will complete the required pre-clinical Medical Laboratory Science major courses through the University of South Dakota during the first three years of their education. During the fourth year, they will complete MLS professional curriculum through the UNMC Medical Laboratory Science program to fulfill the requirements for the BS in Medical Laboratory Science at USD. <u>UNMC Curriculum</u>
- B. Upon successful completion of the requirements of the BS degree in Medical Laboratory Science, the student will transfer a block of course credits that will not exceed 46 credits to USD and apply for graduation.
- C. USD will waive the graduation requirement that 15 of the last 30 credits for the baccalaureate degree must be earned as institutional credit.
- D. Students must meet all other Board of Regents and university graduation requirements in order to receive a degree.

V. Additional requirements

Students transferring coursework from UNMC must have a cumulative GPA of 2.0 on a 4.0 scale.

VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and the Board of Regents of the University of Nebraska.

VIII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the University of South Dakota. Termination for any of these reasons is not a default by the University of South Dakota nor does it give rise to a claim against the University of South Dakota.

IX. Effective Date of Agreement:

The agreement applies to students who will graduate from USD 2018 or later.

For University of South Dakota		For the Board of Regents of the U of Nebraska	<u>Jniversity</u>
Michael J. Lawler Dean, School of Health Sciences University of South Dakota	Date	H. Dele Davie, MD, MSc, MHCM Senior Vice Chancellor for Acader Affairs	
		Acknowledged by:	
Sheila K. Gestring President	Date	Karen Honeycutt, MEd, MASCP, MLS(ASCP) ^{CM} SM ^{CM}	Date
University of South Dakota		Division Director Medial Laborato Science	ry
		Patricia O'Neil, MPA	Date

Patricia O'Neil, MPA Assistant Dean for Finance and Administration DocuSign Envelope ID: 690BB768-1D52-426B-B2CE-9E5971209108

UND NORTH DAKOTA

UND.edu

Department of Medical Laboratory Science School of Medicine & Health Sciences Room E370 1301 N Columbia Rd Stop 9037 Grand Forks, ND 58202-9037 Phone: 701.777.2634 Fax: 701.777.2404 med.UND.edu/mls

AFFILIATION AGREEMENT

This AFFILIATION AGREEMENT, made and entered into this 6th day of April, 2018, by and between <u>THE UNIVERSITY OF NORTH DAKOTA, SCHOOL OF MEDICINE AND</u> <u>HEALTH SCIENCES, DEPARTMENT OF MEDICAL LABORATORY SCIENCE</u> (herein after referred to as the DEPARTMENT) and <u>UNIVERSITY OF SOUTH DAKOTA</u> (herein after referred to as the INSTITUTION) will be effective beginning January 1, 2018.

Witnesseth:

WHEREAS, the DEPARTMENT and the INSTITUTION acknowledge an obligation to contribute to education for the benefit of students and for the community needs; and

WHEREAS, the fundamental responsibility of the DEPARTMENT and the INSTITUTION in making the association successful is that of maintaining harmonious, cooperative relationships with the understanding of the other's primary obligation to education, and agree on the common purpose of both, namely the provision of the best possible medical laboratory science (clinical laboratory science or medical technology) education; and

WHEREAS, both parties desire to reach an agreement of their separate and mutual responsibility:

THEREFORE, in conclusion of their mutual interests, the parties, each in independent status from the other, hereby agree:

- 1. Both the DEPARTMENT and the INSTITUTION shall comply with the accreditation policies as established for their academic institution.
- Both parties shall meet as necessary for discussion of the educational needs of the students.
- 3. The DEPARTMENT, through its DEPARTMENT chair, shall assume responsibility for:

- A. Maintaining an accredited medical laboratory science program by adhering to the requirements established by the National Accrediting Agency for Clinical Laboratory Sciences as outlined in the Essentials and Guidelines of Accredited Education Departments at a Baccalaureate Medical Laboratory Science level.
- B. Providing a Medical Laboratory Science education program. This program includes instruction in theory and laboratory methods, the direct supervision of student laboratory activities, medical laboratory practica and evaluation of such, issuing of grades and approving of graduates from the program for national certification examinations. The courses in the senior year education program are described in Exhibit A.
- C. Planning and coordinating the courses from the curriculum that are offered on the University of North Dakota campus, online, or at the program clinical sites (Exhibit A). Credit hours for courses shall be in accordance with the policies of the INSTITUTION.
- D. Providing to the INSTITUTION course outlines, including lecture topics, objectives, class schedules, books required by students, evaluation results, instructor's names and other such information as required for the courses in the senior year of the medical laboratory science option.
- E. Providing to the INSTITUTION information on how students apply to the medical laboratory science program.
- F. Communicating with students from the INSTITUTION concerning the medical laboratory science program.
- G. Communicating with the INSTITUTION concerning minimum admission standards for students from the INSTITUTION planning on participating in the program (i.e., completed pre-clinical curriculum with a <u>G.P.A. of 2.8</u>).
- H. Meeting, as necessary, with the INSTITUTION'S medical (clinical) laboratory science advisor to discuss student's progress in the program.
- I. Sending to the INSTITUTION a report of grades for courses taken while the student is participating in the DEPARTMENT'S senior year medical laboratory science education program. (Exhibit A). The report of grades will be sent in a timely manner to allow for the reporting of grades at the INSTITUTION.
- J. Permitting the INSTITUTION'S medical (clinical) laboratory science advisor access to the DEPARTMENT'S facility.
- K. Terminating a student from the program when, in the judgment of the MLS Department chair, program director, and faculty, the activities of the student are detrimental to that of other students, instructors, clinical or laboratory facilities, clinical or laboratory patients, or the profession at large.
- L. Providing professional liability insurance coverage for the students, in the amount of \$1,000,000 per occurrence and \$5,000,000 annual aggregate, while the students are enrolled in the medical laboratory science senior year education and acting in a professional capacity.

1

. 1

- 4. The INSTITUTION'S students attending the senior year medical laboratory science education program at the School of Medicine and Health Sciences/University of North Dakota will be enrolled at the DEPARTMENT and the INSTITUTION in 13 credits summer semester, 12 credits fall semester and 12 credits spring semesters. The total of 37 credits will encompass the course work offered as part of the School of Medicine and Health Sciences/University of North Dakota medical laboratory science program (Exhibit A). The medical laboratory science student must be admissible as a regular student according to policy as stated in the University of North Dakota academic catalogue.
- 5. The student will be enrolled at the University of North Dakota but will not be charged any tuition or fees by the DEPARTMENT. The DEPARTMENT will charge the INSTITUTION each semester (summer, fall, spring) the MLS flat-rate tuition, NDUS, and Technology fees. (See Exhibit D for explanation). This will be evaluated annually and a percentage increase will be made not to exceed the percentage increase for North Dakota resident student tuition.
- 6. The INSTITUTION, through its academic departments, its faculty and staff shall:
 - A. Assume responsibility for overall curriculum planning that leads to a Bachelor of Science degree in Medical (Clinical) Laboratory Science, Medical Technology, or an equivalent degree.
 - B. Offer the courses necessary to maintain accreditation of the DEPARTMENT and assure consistency with the DEPARTMENT. The courses that will be offered by the INSTITUTION, which meets these requirements, are listed in Exhibit B.
 - C. Meet with the program director, as necessary (at least annually), to assure courses meet credit requirements for the INSTITUTION, to assist with the planning, and to work on other relevant issues to ensure success of the program.
 - D. Accept the courses in the senior year medical laboratory science program from the School of Medicine and Health Sciences/University of North Dakota for the baccalaureate degree offered at the INSTITUTION.
 - E. Permit access to an area at the INSTITUTION for the program director or faculty's use in counseling and advising the INSTITUTION's students.
 - F. Recognize the School of Medicine and Health Sciences/University of North Dakota's medical laboratory science program as an acceptable training program in medical laboratory science for the INSTITUTION'S students and include such in the INSTITUTION'S publication and/or advisement to students about the profession.
 - G. Upon request, the DEPARTMENT will send a report of grades for courses taken while the student is participating in the DEPARTMENT's senior year medical laboratory science education program to the INSTITUTION to be recorded at the INSTITUTION. (Exhibit A). The grades will also be recorded at the Office of the Registrar at the University of North Dakota. Both the DEPARTMENT and the INSTITUTION will use the recorded

transcripts to serve as the official record for inquiries concerning student performance and participation in the medical laboratory science program. At the completion of the program the student will receive their degree from the home INSTITUTION and a certificate in MLS from the DEPARTMENT.

- H. Informing the student that they must provide documentation of current health care coverage.
- I. Informing the student that they must provide the DEPARTMENT proof of the following requirements:

Varicella Immunity

- Receive 2 doses of the Varicella Zoster vaccine (with verified date) or
- Documentation of the Varicella titer

Hepatitis B Vaccination

- Proof of immunity using one of the three options below:
- 1) Verified dates of Hepatitis B series vaccination or
- 2) Documentation of Hepatitis B titer or
- 3) Signed declination

MMR

Proof of immunity using one of the two options below:

- 1) Verified date of 2 immunizations after 12 months of age or
- 2) Titer results indicating immunity
- Tetanus (Including Pertusses)
 - Date of last vaccination

Tuberculin PPD Test

A TB series consisting of 2 step tuberculin skin test will be completed during the on campus summer session. The TB PPD testing should not be completed prior to arriving to the oncampus summer session.

- If a positive TB series occurs, a chest x-ray will be required
- If the student has had the BCG vaccination further testing may be required.
- J. Criminal Background Check: Prospective students need to be aware that they must pass a criminal background check before acceptance into the professional curriculum with an update completed before entrance into the final clinical year. Failure to pass the background check may deny the student entrance into the summer practicum and completion of the required curriculum. The background check will only be accepted from a UND School of Medicine and Health Sciences approved company or by a company approved by the clinical affiliate. The student is responsible for the fee of the criminal background check(s).

7. Any liabilities under this Agreement shall be determined as follows:

- A. Each party shall be responsible for claims, losses, damages, and expenses proximately caused by the negligent or wrongful acts or omissions of its employees acting within the scope of their employment.
- B. The tort liability of the DEPARTMENT shall be determined pursuant to chapter 32-12.2 of the North Dakota Century Code and is subject to the conditions and limitations contained therein. The tort liability of the INSTITUTION shall be determined in accordance with its state's torts claims act, if applicable. Nothing herein shall preclude either party from asserting against third parties any defenses to liability it may have under the law or be construed to create a basis for a claim or suit when none would otherwise exist.
- C. Each party agrees to inform the other in the event either an investigation or claim arises out of patient or client care services performed pursuant to this Agreement, and shall provide reasonable access to information involving such investigation or claim.
- 8. The DEPARTMENT and INSTITUTION agree that there will be no discrimination based on race, religion, creed, sex, sexual orientation, gender identity, genetic information, disability, veteran status, marital status, political affiliation, age, or national origin in any of their policies, practices or procedures.
- 9. At any time, with the mutual consent of each party, this agreement may be amended during the period of agreement. Upon 120 days' notice, either party may terminate this agreement by giving written notice to the other party. Students from the INSTITUTION currently in the medical laboratory science program will be allowed to complete their final year with the DEPARTMENT if termination of the agreement should occur.
- 10. Except as otherwise specified, this Agreement shall be in effect for a period of five (5) years commencing on January 1, 2018 and terminating on December 31, 2023.
- 11. This Agreement shall be governed, interpreted and construed in accordance with the laws of the State of North Dakota.
- 12. Institution retains its rights to sovereign immunity under South Dakota state law.

APPROVED: SCHOOL OF MEDICINE & HEALTH SCIENCES UNIVERSITY OF NORTH DAKOTA GRAND FORKS, ND

1

BY:

TITLE: <u>Chair</u>, <u>Department of Medical</u> <u>Laboratory Science</u>

DATE: 5

BY:

TITLE: UND Associate Dean for the Health Sciences

18 DATE:

APPROVED: UNIV OF SOUTH DAKOTA VERMILLION, SD

A BY: ۲Q, TITLE: <u>Dean Shafford School of Medicine</u> Vice President, Health Affairs Q í۶ DATE: DocuSigned by:

James W. albott BY:

TITLE: <u>President</u>

.

DATE: _____

EXHIBIT A

UNIVERSITY OF NORTH DAKOTA MEDICAL LABORATORY SCIENCE DEPARTMENT SENIOR YEAR PROFESSIONAL CURRICULUM 2018-2019

REPORT OF GRADES

Ŷ

STUDENT: _______COLLEGE/UNIVERSITY: ______

<u>Summer Se</u>	mester Courses	<u>Credits</u>	<u>Grade</u>
MLS 471	Clinical Chemistry I	2	
MLS 472	Preanalytical Skills	1	
MLS 473	Clinical Hemostasis I	2	<i>,</i>
MLS 474	Clinical Urinalysis I	2	
MLS 477	Clinical Immunohematology I	1	
MLS 477L	Clinical Immunohematology I Laboratory	1	<u> </u>
MLS 478	Clinical Microbiology I	2	<u></u>
MLS 479	Clinical Hematology I	2	
Fall Semest	er Courses		
MLS 480	Clinical Immunohematology II	2	
MLS 481	Clinical Chemistry II	2	<u></u>
MLS 483	Clinical Hemostasis II	1	<u></u>
MLS 484	Clinical Microbiology II	2	
MLS 485	Clinical Urinalysis	1	
MLS 488	Clinical Hematology II	2	
MLS 487	Medical Mycology	1	
MLS 489	Clinical Body Fluids II	1	
Spring Sem	ester Courses		
MLS 490	Financial and Quality Management	3	
	of the Clinical Laboratory		
MLS 491	Clinical Chemistry III	2	
MLS 492	Clinical Immunohematology III	2 2	
MLS 494	Clinical Immunology	1	
MLS 495	Clinical Microbiology III	2	
MLS 498	Clinical Hematology III	2	
	······································		

Chair, Department of Medical Laboratory Science

.....

Date

DocuSign Envelope ID: 690BB768-1D52-426B-B2CE-9E5971209108

•

,

EXHIBIT B

As a requirement into the clinical year, the student needs to have courses equivalent to the following:

<u>Chemistry</u> :	General Chemistry Organic Chemistry Biochemistry	Two semesters One semester One semester
<u>Biology</u> :	General Biology Anatomy Physiology General Microbiology	Two semesters One semester One semester One semester
Molecular Diagnostics:	Minimum of one course that inclu diagnostics	des molecular
<u>Math</u> :	Minimum College Algebra Level	
Medical Laboratory Science:	Parasitology (MLS 234) Immunology (MLS 301) Hematology (MLS 325) Hematology Lab (MLS 325L) Medical Microbiology (MLS 394)	One semester One semester One semester One semester One semester

EXHIBIT C

CRITERIA (STANDARDS) FOR SELECTION TO THE FINAL CLINICAL YEAR

Selection/Advancement to the professional final clinical year is on a competitive basis with a limited number of positions available annually. Admission to UND does NOT guarantee admission to the UND MLS professional program.

Admission criteria are:

- 1. Minimum overall GPA of 2.80.
- 2. Minimum of 60 credits completed.
- 3. Sufficient sciences (required and electives) to insure completion of the preclinical program in the following academic year. Must have only 35 credits or less left to complete in the fall and spring semesters before the summer semester begins. If more than 35 credits are left to complete in these semesters a petition to the Department of Medical Laboratory Science Professional and Academic Standards Committee is required by completing a program petition form.
- 4. A <u>single</u> "D" grade in a required course (science or math) is allowed prior to the senior year. If a student has more than a single "D" grade, progression to the senior year is not allowed until the course is repeated and a grade of "C" or better is earned. A letter grade of "C" or higher must be earned in all MLS coursework.
- 5. No more than two (2) courses with repeats of "D" or "F" grades.
- 6. Students must complete a criminal background check at time of application to the program. The background check company that is used by the UND School of Medicine is Verified Credentials, Inc. Proof must be submitted of the background check (receipt of payment) with the completed application. It is the responsibility of the applicant to pay for the cost of the background check.
- 7. If a student is accepted with full admission status, the above criteria will remain in effect throughout.

EXHIBIT D

As of Class of 2018-2019

WCAMLS students are admitted to the University of North Dakota (UND).

WCAMLS students register for courses at their home college/university <u>and</u> at the University of North Dakota.

WCAMLS students pay tuition to their home college/university and UND Student Account Services bills the student's home college/university for their tuition.

The WCAMLS student's financial aid is from their home college/university.

At the completion of the program the student will receive their degree from the home INSTITUTION and a certificate in MLS from the University of North Dakota.

This is a flat rate MLS tuition set by the North Dakota State Board of Higher Education with existing NDUS and Technology fees. This amount will be evaluated annually and a percentage increase will be made not to exceed the percentage increase of a North Dakota resident student.

State Board policy requires a charge of at least the same amount as North Dakota residents pay for contracted teaching arrangements. In addition, a cost analysis determined this to be close to the cost per student to provide this education experience.

BREAKDOWN:

* <u>Summer Semester</u> (13 Cr)	\$4330.10
Fall Semester (12 Cr)	\$4330.10
Spring Semester (12 Cr)	\$4330.10

TOTAL SUMMER, FALL, AND SPRING SEMESTERS_____\$12,990.30

*It should be noted that the North Dakota State Board of Higher Education has at times not determined the rate of luition increase (if one is approved) by the time the summer session begins in May. When this occurs the previous fall and spring semester's tuition amount is assessed for the summer semester.

Academic and Student Affairs Consent

AGENDA ITEM: 5 – I DATE: August 7-9, 2018

SUBJECT

USD Realignment Request - Division of Curriculum & Instruction

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:14 – Campus Organization Structure

BACKGROUND / DISCUSSION

The University of South Dakota requests authorization to divide the Division of Curriculum & Instruction in the School of Education into two divisions: 1) Teacher Residency and Education; and (2) Curriculum & Instruction.

IMPACT AND RECOMMENDATIONS

These changes would provide students a clearer path toward PK-12 licensure and to allow the School of Education to grow in the areas of instruction and learning that is not directly related to PK-12 education.

Board staff recommends approval.

ATTACHMENTS

Attachment I – USD Request to BOR: Realignment of the Curriculum & Instruction Division

DRAFT MOTION 20180807_5-I:

I move to approve USD's request to reorganize the Division of Curriculum & Instruction in the School of Education at the University of South Dakota as presented.



July 10, 2018

Dr. Paul D. Turman System Vice President for Academic Affairs South Dakota Board of Regents 306 East Capitol Avenue Pierre, SD 57501

RE: Changes to the Division of Curriculum & Instruction in the School of Education

Dear Dr. Turman,

In accordance with Board policies 2:14 "Campus Organizational Structure" and 1:6 "Appointment, Authority, and Responsibilities of Presidents and Superintendents," I ask you to request Board approval to divide the Division of Curriculum & Instruction in the School of Education into two divisions: 1) Teacher Residency and Education; and 2) Curriculum & Instruction.

After an academic review, the School of Education leadership and division faculty have determined that this change would provide students a clearer path toward PK-12 licensure and to allow the School of Education to grow in the areas of instruction and learning that is not directly related to PK-12 education. We believe that this change would enhance our School of Education without requiring significant additional resources to implement. We would request that this letter, along with the attachment providing a more detailed description of the proposed plan, be added to the July 12, 2018 AAC meeting agenda.

Thank you for your consideration and support of this request.

Sincerely,

Kurt Hackemer Interim Provost and Vice President for Academic Affairs

KH/lk

cc: Donald Easton Brooks, Dean, School of Education Daniel Palmer, Associate Vice President, Institutional Research, Planning & Assessment Beth Freeburg, Assistant Provost



Realignment of the Curriculum & Instruction Division

- Goal: To divide Curriculum & Instruction into two divisions 1) Teacher Residency and Education and (2) Curriculum & Instruction
- Purpose: To provide students a clearer path toward PK-12 licensure and to allow the School of Education to grow in the areas of instruction and learning that is not directly related to PK-12 education.

Alignment:

Curriculum & Instruction	Teacher Residency and Education
Focus on educational programs not	Focus on preparing classroom
necessarily related to PK-12 teacher	teachers and leaders geared to
licensure. The focus here is on	improve learning in a PK-12 classroom
principles of learning and instruction	setting. Focused on PK-12 practice.
through a framework of diversity,	
technology, differential instruction,	
and special education.	
Gary Cheeseman	Karen Kindle (Chair)
Bill Sweeney	Sherrie Bosse
Susan Gapp	Monica Iverson
Gary Zalud	Jing Williams
Dyanis Popova	Dan Mourlam
Don Versteeg	Marcy Drew
Lisa Hazlett	Andrea Wange
Kevin Reins	Kristen DeMuth
New SPED Hire	Amy Pohlson
	Theresa Skinner

C & I: Context Areas: Non-PK-12	Teacher Education: Context
Teaching Minors, Graduate	Areas: Four-Year Programs:
Certificates and Programs: American	Elementary Education (B.S.Ed.),
Indian Education Certificate,	Elementary Education & Early
American Indian Education Graduate	Childhood Emphasis (B.S.Ed.) ,
Certificate, Curriculum and	Elementary Education & Kindergarten
Instruction (Ed.D.), Elementary	Education Emphasis (B.S.Ed.),
Education (M.A.); English Language	Elementary & Special Education
Learners Graduate Certificate,	(B.S.Ed.), Secondary Education &
Literacy Leadership & Coaching	Biology Education (B.S.Ed.), Secondary
Graduate Certificate, Reading	Education & English Education
Interventionist Graduate Certificate,	(B.S.Ed.), Secondary Education &
Science, Technology, & Math	History Education (B.S.Ed.), Secondary
Pedagogy Graduate Certificate,	Education & Mathematics Education
Secondary Education (M.A.),	(B.S.Ed.), Secondary Education &
Secondary Education (W.A.),	Spanish Education (B.S.Ed.),
Certification (M.A.), Special Education	Secondary Education & Speech
(M.A.), Technology for Education &	Communication Education (B.S.Ed.),
Training (M.S.)	Art Education (B.F.A.), Music
	Education (B.M.)
	Certifications : Art Education, B.F.A.,
	Biology (B.S.) with Secondary
	Education Certification, Chemistry
	(B.S.) with Secondary Education
	Certification, Communication Studies
	(B.A./B.S.) with Secondary Education
	Certification, Earth Sciences (B.S.)
	with Secondary Education
	Certification, English (B.A./B.S.) with
	Secondary Education Certification,
	French and Francophone Studies
	(B.A.) with Secondary Education
	Certification, German (B.A.) with
	Secondary Education Certification,
	History (B.A./B.S.) with Secondary
	Education Certification, Mathematics
	(B.S.) with Secondary Education
	Certification, Music Education
	(Instrumental or Vocal), B.M., Physics
	(B.S.) with Secondary Education
	Certification, Political Science
	(B.A./B.S.) with Secondary Education
	Certification, Spanish (B.A.) with
	Secondary Education Certification,
	Secondary Education Plus Certification
	(M.A.), Teaching Minors

Supportive Policies:

BOR Section 4: Unless specified otherwise, this chapter applies to all Board of Regents personnel. No contract may obligate an institution to make payment in any future fiscal year without noting the limitations placed on the campus by the Legislature's appropriations process. Any contract that purports to extend to any future fiscal year must contain a clause that permits the institution to terminate the contract without default or liability of any kind in the event that the Legislature fails to appropriate moneys or expenditure authority needed to perform the contract.

Dean's response:

There are no contract changes, appointment changes, or terminations associated with this realignment. Appointment changes references to changes in a faculty member's tenure, tenure-track, or lecture appointment.

BOR Section 2.23: Purpose: To define the process by which academic curricula and programs receive approval and modification.
 Definitions: Intent to Plan: is a preliminary, conceptual proposal requesting authorization to plan a new academic degree or major.
 Policy: Academic Program Approval: The Board of Regents approves academic programs that are recorded on a transcript, including specializations, certificates, undergraduate minors, undergraduate degrees and majors, and graduate degrees and programs.

Dean's response:

This realignment does not require any curriculum, program, or prefix changes. The Curriculum & Instruction Division will serve as a service unit for the Teacher Education program at the undergraduate level. The unit is expected to build on its current Masters and Doctoral level programs utilizing existing resources. There are opportunities for the Division to develop an undergraduate program and other graduate level programs. At that point, the Division will need to follow Section 2.23. Both the Teacher Residency & Education and the Curriculum & Instruction Division will use current prefixes, until such time curriculum changes are made in either Division.

COHE 4.2: SPECIFIC MANAGEMENT PREROGATIVES

These management rights include but are not limited to the following:

1. To utilize personnel, methods, and means in the most appropriate and efficient manner possible.

- 2. To manage and direct the employees of the Board.
- 3. To hire, promote, transfer, assign, reassign or retain employees in positions under the jurisdiction of the Board.
- 4. To establish standards of conduct and performance for unit members, including policies regulating conflicts of interest and conflicts of commitment, together with reasonable work rules of conduct.
- 5. To establish policies regulating intellectual property, except for matters related to sharing net royalty revenue.
- 6. To suspend, demote, discharge or take other appropriate disciplinary action against employees for just cause.
- 7. To determine the sizes and composition of the institutions in its charge and to lay off faculty unit members as provided for under Article XVI.
- 8. To interpret the mission of each institution and the methods and means necessary to efficiently fulfill that mission, including the contracting out for or the transfer, alteration, curtailment or discontinuance of any services.

Dean's Response:

This realignment is within the management rights of the dean as outlined in the July 1, 2016-June 30, 2019 COHE agreement.

Academic and Student Affairs Consent

AGENDA ITEM: 5 – J (1) DATE: August 7-9, 2018

SUBJECT

Naming Request - NSU - Department Name Change

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:14 – Campus Organization Structure

BACKGROUND / DISCUSSION

Northern State University requests rename their Office of Grants and Sponsored Research to Office of Sponsored Projects. The proposed name is more accurate representation of the current activities and purpose of the office.

IMPACT AND RECOMMENDATIONS

Board staff recommends approval.

ATTACHMENTS

Attachment I - NSU Request to Rename Department: Office of Sponsored Projects

DRAFT MOTION 20180807_5-J(1):

I move to approve NSU's request to rename their Office of Grants and Sponsored Research to Office of Sponsored Projects.



South Dakota Board of Regents

Naming Request Form

Request for Naming of Campus Facilities, Programmatic Units, or Funded Academic Honors

Date Request Submitted: June 20, 2018					
Name of Institution: Northern State University					
Current Name: Office of Grants and Sponsored Research					
Proposed Name: Office of Sponsored Projects					
Effective Date and Duration of Proposed Name: September 1, 2018 – indefinitely					
Location on Campus: Spafford Hall					
Purpose of Facility, Space, or Program to be Named: Administrative support for sponsored projects – pre-award					
(primarily) and post-award					

Rationale for Proposed Name (Include in the space below, or attach documentation):

The proposed name is more accurate representation of the current activities and purpose of the office.

Authorization for Use of Name

I, the undersigned, authorize the use of my name for the proposed naming request specified above.

Sig	na	tu	re
<u> </u>			-

Date

Printed Name

Campus Authorization of Naming Request

I, the undersigned President/Superintendent, have a reasonable assurance that the proposed name will bring additional honor and distinction to the institution, the recognition implied by naming is appropriate for the behavior exhibited by the individual, family, or organization, and any philanthropic commitments connected with the naming can be realized. I certify that this naming request meets the criteria required by Board of Regents Policy 1:27, which key requirements are stated below:

- 1. When naming a facility or programmatic unity for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:
 - a. Serving the university in an academic or administrative capacity with high distinction, or
 - b. By contributing in other exceptional ways to the welfare and reputation of the university, to education, or the community in general.

OR

- 2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration has been given to the following factors:
 - a. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
 - i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - ii. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
 - iii. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.
 - iv. If a fund raising drive or a contractual agreement may involving naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
 - v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
 - 1. Corporate names may be used to designate individual rooms or suites of rooms, as well as endowed chairs and professorships. Plaques in public spaces within buildings may recognize the contributions of corporations. The size, design, and wording of plaques and other signs that acknowledge corporate generosity and express institutional appreciation should be modest in size and appropriate to the public university or school setting.
 - b. the urgency or need for the project or program, or continuing support for the program,
 - c. the standing of the individual, family, or entity in the community or profession,
 - d. the nature and duration of the relationship of the proposed honoree to the university.

atave

President/Superintendent Signature

6/20/18

Date

Academic and Student Affairs Consent

AGENDA ITEM: 5 – J (2) DATE: August 7-9, 2018

SUBJECT

Naming Request - SDSU - New Interim Academic Unit

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:14 – Campus Organization Structure

BACKGROUND / DISCUSSION

South Dakota State University requests to create a new interim academic unit, the Division of American & Global Studies. The division will include programs in the existing Department of History, Political Science, Philosophy, and Religion as well as Modern Langauges and Global Studies.

IMPACT AND RECOMMENDATIONS

The new division will investigate and develop governace, policies, and an operating structure of the eventual School of American & Globals Studies which SDSU plans to propose to the Board at the June 2019 meeting.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Request to Create New Interim Academic Unit: Division of American & Global Studies

DRAFT MOTION 20180807_5-J(2):

I move to approve SDSU's request to create a new interim academic unit, the Division of American & Global Studies.

ATTACHMENT I 2

Office of Academic Affairs

Provost and Vice President for Academic Affairs

Morrill Hall 230, Box 2201 South Dakota State University Brookings, SD 57007-2098 Phone: 605-688-4173



June 4, 2018

Dr. Barry H. Dunn, President BHD J afford 5.19 Dr. Dennis D. Hedge D To:

From: Dr. Dennis D. Hedge, Provost and Vice President for Academic Affairs,

RE: Division of American & Global Studies

I have received a request from Interim Dean Jason Zimmerman to create a new interim academic unit, the Division of American & Global Studies. The division will include programs in the existing Department of History, Political Science, Philosophy, and Religion as well as Modern Languages and Global Studies. The division will investigate and develop governance, policies, and an operating structure of the eventual School of American & Global Studies which will be proposed to the Board of Regents per BOR Policy 2:14 at the June 2019 meeting for their consideration.

I am supportive of this request to create the Division of American & Global Studies effective July 1, 2018. The original request from the College of Arts and Sciences is attached to this memo. If you approve, I would request we forward this to the Board of Regents for approval at the next available meeting.

Please let me know if you need additional information.

Division of American & Global Studies A Proposal for a Term Division

History, Political Science, Philosophy, and Religion and Modern Languages and Global Studies Working Group May 11, 2018

Prepared By: Jose Alvarez, Evren Celik-Wiltse, Molly Enz, Christi Garst-Santos, James Murphy, Will Prigge, Maria Spitz, and Chuck Vollan

Intent

This request, from the Work Group representing programs in History, Political Science, Philosophy, and Religion as well as Modern Languages and Global Studies is to function as an interim Division of American & Global Studies (AGS), effective July 1, 2018, until July 1, 2019. Organizing these departments under an interim Division will allow faculty within these diverse liberal arts disciplines to investigate and develop governance, policies, and operating structure for a School of American & Global Studies (AGS) which will be proposed to the Board of Regents per BOR Policy 2:14 at the June 2019 meeting for the Regents' consideration.

Summary

The reorganization that will be fully investigated under the interim Division is being conducted with the vision of integrating the faculty and programs of History, Political Science, Philosophy, and Religion and Modern Languages and Global Studies into a collaborative unit assuring the highest quality learning experiences for our students while capturing research synergies amongst our faculty. The investigation and possible reorganization of these programs would directly advance the goals of the university's <u>IMAGINE 2023 Strategic Plan</u>:

- Achieve Excellence Through Transformative Education
- Cultivate and Strengthen Community Engagement
- Foster Innovation and Increase Research, Scholarship, and Creative Activity (RSCA)
- Be a Growing, High-Performing and Healthy University

This reorganization would also advance the mission and vision of Impact 2023, as follows:

University Mission (Imagine 2023)

South Dakota State University offers a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation, and the world.

University Vision (Imagine 2023)

South Dakota State University will be a premier land-grant university recognized for high value, innovation and bold impact.

A key component of the reorganization would be the assessment and subsequent consideration of new undergraduate and graduate degree options, providing students with an enriching curriculum that develops skills needed for critical civic engagement as well as private- and public-sector jobs.

Reorganizing the aforementioned programs into a Division of American & Global Studies (AGS) has the potential of bringing together the skills and talents of faculty in interdisciplinary areas with an integrated vision and mission, supporting students as they pursue their academic and professional goals.

As the potential home of a School of American & Global Studies (AGS), Lincoln Hall will provide increased collaborative opportunities, enabling unique experiential learning across these disciplines. Such opportunities will ultimately provide students with access to interdisciplinary academic programming rooted in international studies, including studies of the United States.

Creating courses common to these disciplines could yield potential benefits. Common first-year experience courses, for example, may be offered for students within the division with the reorganization. Curricula will reflect the values of the School, as well as facilitate synergies and unique, integrated experiences for students.

If a School of AGS is shown to be feasible from the work of the faculty empowered by the creation of an interim Division, a strong brand for high performance and excellence in academic programs pertaining to US and global cultures and societies is possible. In turn, exceptional faculty and outstanding students will be attracted and retained assuring academic excellence in teaching, research, and, when applicable, creative activities, and outreach in the discipline, bringing a higher level of service and greater impact to South Dakota and the region.

Mission

The School of American & Global Studies prepares critical thinkers and proficient researchers who are culturally literate and globally engaged. Faculty teach, conduct research, and disseminate scholarship on the cultural, historical, linguistic, philosophical, political, and religious systems that sustain U.S. and global societies. Through service and outreach, faculty share this knowledge to benefit South Dakota, the nation, and the world.

Vision

The School of American & Global Studies will be a premier center for cultivating regionally, nationally, and globally engaged citizen scholars.

Core Values

Integrity

- Act with organizational and personal integrity, through honest interactions, professionalism, transparent and evidence-based reasoning, and respect for others.
- Practice civility and trustworthiness;
- Diversity and Inclusion
 - Demonstrate respect for the diversity of peoples, cultures, and ideas in a global society;
 - Create a supportive, inclusive, collaborative and accessible environment.

Research and Scholarship

- Conduct research and evaluate information by methods appropriate to the disciplines in which we work;
- Contribute to and disseminate knowledge appropriate to our disciplines;
- Think critically, creatively, and independently;

Civic Engagement and Outreach

- Engage stakeholders by making the School's opportunities available through creative forms of outreach;
- Encourage lifelong learning and engagement through reflective practice;
- Improve the quality of life for citizens and communities in South Dakota, the nation, and the world.

Outcomes

The following outcomes will be achieved with the formation of an interim Division of American & Global Studies:

- Develop a new School formed from HPPR and MLGS.
- Identify and evaluate the structure for enhanced undergraduate and possible future graduate experiences for optimal student success in the liberal arts.
- Strengthen respective programs and disciplines while driving unique cross-discipline collaboration for both students and faculty.
- Potentially expand degree options to meet the complex global demands of the 21st century.
- Recruit, support, and retain diverse students, faculty, and professional staff.
- Find efficiencies while maximizing academic excellence.

Covenant

Under the interim Division, the staff and faculty of a prospective School of American & Global Studies will:

- Practice shared problem solving by directly resolving conflicts and addressing issues rather than personalities;
- Support the personal, professional, and academic pursuits of our combined disciplines;
- Demonstrate respect toward gender, race, ethnicity, sexual orientation, religion and, as appropriate, other forms of diversity;
- Practice and model ethical discourse (e.g., listen actively and respectfully to others, honor diverse points of view, speak freely, and actively participate in discussions);
- Champion collaboration, truthfulness, and transparency;
- Most importantly, keep the focus on who we are trying to serve the students to create the best teaching and learning environment possible.

A New Academic Unit: School of American & Global Studies

The authorization of the interim Division will support the investigation of the promise for a School of American & Global Studies, including the potential for a unique opportunity for students and faculty to learn, create, and grow. We believe this will significantly enhance the ability to successfully compete for and retain outstanding faculty and students. A School of AGS will enable new, collaborative, experientially-focused curricula; provide better support for student success; meet the dynamic demands for liberal arts skills and competencies; and capture synergies while achieving academic excellence.

Strategic Goals:

(1) Enhance academic excellence through transformative education.

Promote the T-shaped profile: The Division of American and Global Studies is committed to helping students develop a T-shaped profile by the time of graduation. The top of the T represents broad, cross-cutting skills that contribute to success in most careers. Examples include communication skills, teamwork, cultural competence, critical thinking, and the ability to learn independently. The T-stem represents deep knowledge of a specific in-demand skill, such as a second language. Research shows that students who graduate with a T-shaped profile enjoy stronger entry-level job prospects and advance in their careers more rapidly than graduates who lack such a profile.

The benefit to students will come in two principal areas: increased collaborative opportunities and expanded curricular offerings. Noting the strong interest in T-shaped profiles in the College of Arts, Humanities, and Social Sciences, this School fits well with the mission of the College. Programs in our School provide both conceptual/theoretical content and experiential and professional experiences that make students more well-rounded, preparing them for success in the workplace. Students graduating with the T-Shaped profile find meaningful work more quickly and advance more rapidly within their workplace.

Explore new undergraduate certificates, minors, majors, and graduate programs to meet the needs of diverse students and market demands: The School of American & Global Studies will enrich existing and explore new, high-quality, and distinct academic programs that merge the strengths of our disciplines.

Create collaborative spaces for faculty and students: Collaborative research, learning, and meeting spaces would allow for students and faculty to engage and interact both in and out of the classroom.

(2) Enhance the reputation of the university through engagement with our community, and local, state, regional, national, and international organizations.

All disciplines in the School of American & Global Studies are actively engaged in community outreach, service learning, consultations, translations, public lectures, conferences, and study abroad. For example, our students and faculty routinely participate in National History Day in South Dakota, the Interfaith Council, or the SUR Plus Ultra annual regional undergraduate language conference. Students and faculty also participate in teaching English to immigrants, providing translations, and offering their professional expertise to community organizations and boards.

(3) Respond to evolving labor market needs by enhancing the workforce readiness of our students.

Our programs, in combination, will provide students with opportunities they would not have by getting a degree in isolation. For example, by adding Spanish to an existing major, a student can hope to earn over their lifetime an additional \$61,844, French, \$91,863 and German, \$152,708 (original quoted in Euros).¹ By combining philosophy with another major, they may dramatically improve their scores on the LSAT, GMAT and GRE, thereby increasing their chances of obtaining an advanced or professional degree. Our majors and minors provide both technical skills, such as language proficiency, as well as flexibility in career paths. Our major titles do not designate a career path; however, they allow our graduates to earn impressive salaries because of their adaptability. For example, a joint degree in a language and political science puts our graduates on par with physics, accounting, and math and statistics in terms of salary.

Recent studies of employers back up these findings, providing ample evidence of the demand for the many "soft-skills" provided by our disciplines' degrees, such as critical thinking and intercultural competence. In repeated employer surveys commissioned by the American Association of Colleges and Universities in 2010, 2013, and 2015², respondents were executives at private sector and nonprofit organizations, including owners, CEOs, presidents, C-suite level executives, and vice presidents. In all studies, the findings concluded that the various transferable skills provided by interdisciplinary coursework, such as that provided by the School of American and Global Studies, are necessary to succeed in the global context in which employers operate.

Among the skills relevant to our disciplines, the 2015 study reaches the following conclusions:

- Personal and social responsibility: 96% of employers considered it necessary that employees be able to solve problems in diverse settings, with people whose views differ from their own; 86% that they have the civic knowledge essential to contribute to the community of democratic societies; and 81% that they be able to use ethical judgment in decision making.
- 78% considered that intercultural skills and understanding of societies and cultures outside of the US are necessary.
- Intellectual skills: Over 80% of all employers surveyed emphasized oral communication skills, teamwork skills in diverse groups, written communication skills, and critical and analytical reasoning abilities; nearly 70% also considered necessary complex problem-solving, information literacy (research skills), and

¹ https://www.economist.com/blogs/prospero/2014/03/language-study

² https://www.aacu.org/leap/public-opinion-research

creativity as abilities in high demand in an information-rich and rapidly changing world.

In summary, there is growing industry demand for the skills provided by majors in the School of American & Global Studies; namely, intercultural competence, civic knowledge and engagement, ethical judgment and decision making, oral and written communication skills, critical and analytical reasoning, and information literacy. Furthermore, recent studies indicate that our majors are "gainfully employed and happy," and contributing to all sectors of the economy.³

(4) Enhance individual and collaborative opportunities in research and scholarship

New and collaborative research opportunities: The School of American & Global Studies may allow faculty to explore shared interests through the interaction of multiple disciplines. These activities may engage undergraduate and potential graduate students in applied experience-based learning and enhance the research profiles of these academic units.

(5) Maximize resources in faculty, curricula, facilities, and budgets

All programs under one roof: Staff of the School of American & Global Studies will be integrated into the structure of the proposed School and support not only the building and events but also academic curricula. Some examples of maximizing resources might include: avoiding curricula redundancies, strengthening course schedules, streamlining functions, and creating joint faculty appointments across complementary programs to enable the recruitment of a diverse faculty and professional staff with skills and experience in multiple fields.

A shared space might include student organization spaces; a language/computer lab; collaborative research space for faculty and students; seminar and classroom spaces. Housing these resources within a single building and uniting them within a single Division structure will serve to encourage collaboration and collegiality.

³ See the Hamilton Project <u>http://www.hamiltonproject.org/charts/median_earnings_for_largest_occupations</u> and "Shocker: Humanities Grads Gainfully Employed and Happy," <u>https://www.insidehighered.com/news/2018/02/07/study-finds-humanities-majors-land-jobs-and-are-happy-them?utm_source=Inside+Higher+Ed&utm_campaign=8689abc713-</u> DNU20180111&utm_medium=email&utm_term=0_1fcbc04421-8689abc713-198151197&mc_cid=8689abc713&mc_eid=df86e716dc.

Academic and Student Affairs Consent

AGENDA ITEM: 5 – J (3) DATE: August 7-9, 2018

SUBJECT

Naming Request – USD – Department Name Change

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:14 – Campus Organization Structure

BACKGROUND / DISCUSSION

The University of South Dakota requests to rename the Department of Addiction Studies to the Department of Addition Counseling and Prevention. This change would more accurately describe the mission of the department, provide clarity for what it prepares students for, and align student degrees with national licensure and certification requirements.

IMPACT AND RECOMMENDATIONS

Board staff recommends approval.

ATTACHMENTS

Attachment I – USD Request to Change Department Name: Addiction Counseling and Prevention

DRAFT MOTION 20180807_5-J(3):

I move to approve USD's request to rename the Department of Addiction Studies to the Department of Addition Counseling and Prevention.



June 1, 2018

James W. Abbott, President University of South Dakota 414 East Clark Street, Slagle Hall 136 Vermillion, SD 57069

RE: USD School of Health Sciences Department Name Change Request – Addiction Studies to Addiction Counseling and Prevention

Dear President Abbott,

In accordance with Board policies 2:14 "Campus Organizational Structure" and 1:6 "Appointment, Authority, and Responsibilities of Presidents and Superintendents", I ask you to request Board approval for the School of Health Sciences to change the name of the Department of Addiction Studies to the Department of Addiction Counseling and Prevention.

After an academic program review, department faculty have determined that this change would more accurately describe their mission, would better align student degrees with national licensure and certification requirements, would enhance marketing and recognition of the program with the inclusion of the words counseling and prevention, and would provide uniformity with accreditation terminology.

In addition to department faculty, this change is supported by the department Chair, the Dean, and the Vice President. We would request that this change be effective July 1, 2018, if approved by the Board at their June 2018 meeting.

Thank you for your consideration and support of this request.

Sincerely,

Jim Moran Provost and Vice President of Academic Affairs

JM/lk

cc: Michael Lawler, Dean, School of Health Sciences Mary Nettleman, Vice President, Health Affairs & Dean, Sanford School of Medicine

OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

414 East Clark Street • Vermillion, SD 57069 • 605-677-6497 • 605-677-6651 fax • www.usd.edu

Dean Lawler:

After much consideration and the various problems encountered in marketing our program accurately in person and on the web, we are proposing to change the name of our department which also has unanimous support from the ADS Advisory Board. Our request is to change the department name from **Addiction Studies** to: **Addiction Counseling and Prevention (ACP).** The following lists some of the major reasons for this request:

- 1. Addiction Studies (ADS) does not accurately describe what the mission of the department does in preparing students for the addiction field. Most people confuse Addiction Studies as a research program or studies about addiction when in reality it is a clinical program which prepares students to become addiction counselors and prevention specialists.
- ADS students after receiving either a bachelor or master degree and meeting the National licensure or certification requirements, they then can become either a Licensed Addiction Counselor, Certified Addiction Counselor or a Certified Prevention Specialist by the SD State Board of Addiction Prevention Professionals. The program name change would more appropriately align with the titles our state licensing and certification board credentials our addiction professionals.
- 3. When potential candidates conduct web searches for colleges with counseling programs, the ADS program fails to be recognized with other college counseling and prevention programs in the nation because the current name does not include either counseling or prevention in the title search. The name change would help correct this oversite and possibly increase enrollment.
- 4. It has been our faculty's experiences when marketing to high school students at career fairs and other recruitment activities, the ADS name fails to attract individuals to our booth who are interested in a counseling career because they draw wrong conclusions what Addiction Studies has to offer. Once again the name change to Addiction Counseling and Prevention may help students better understand our program and possibly draw more potential candidates to the addiction counseling department and profession.
- 5. Lastly, the department's accreditation body utilizes the curriculum from the "Addiction Counseling Competencies", Technical Assistance Publication 21 in approving a program such as ADS in being accredited. Once again the curriculum aligns with the mission of the name change.

I would appreciate your consideration in approving this name change request and would appreciate you taking the next necessary steps to make this come to fruition. Please let me know if you have any questions and thanks.

Sincerely, Frank Zavadil, ADS Chair

Ketcham, Lisa L

From: Sent: To: Subject: Attachments: Freeburg, Beth M Thursday, May 31, 2018 5:22 PM Ketcham, Lisa L Fwd: Program Name Change Name Change.docx; ATT00001.htm

FYI

Elizabeth McKay Freeburg, Ph.D. University of South Dakota

Begin forwarded message:

From: "Lawler, Michael J" <<u>Michael.Lawler@usd.edu</u>>
Date: May 31, 2018 at 5:08:13 PM CDT
To: "Moran, Jim D" <<u>Jim.Moran@usd.edu</u>>
Cc: "Freeburg, Beth M" <<u>Beth.Freeburg@usd.edu</u>>, "Nettleman, Mary D" <<u>Mary.Nettleman@usd.edu</u>>, "Zavadil, Francis J" <<u>Francis.Zavadil@usd.edu</u>>, "Olson, Tamara L" <<u>Tamara.Olson@usd.edu</u>>
Subject: FW: Program Name Change

Dear Dr. Moran:

I seek your review and approval of a program name change, revising Addiction Studies to Addiction Counseling and Prevention.

Respectfully,

Michael J. Lawler, MSW, PhD Dean and Professor School of Health Sciences University of South Dakota 414 East Clark Street Vermillion, SD 57069 USA 605-658-6500 www.usd.edu/health

The University of South Dakota School of Health Sciences is committed to an environment of inclusiveness in classroom and clinical settings that honors the richness of diverse perspectives and interprofessional practice through valuing diverse traditions, heritages, and experiences.

From: Nettleman, Mary D Sent: Thursday, May 31, 2018 5:02 PM To: Lawler, Michael J <Michael.Lawler@usd.edu> Cc: Olson, Tamara L <<u>Tamara.Olson@usd.edu</u>>; Zavadil, Francis J <<u>Francis.Zavadil@usd.edu</u>> Subject: Re: Program Name Change

Sounds like a good idea. I approve. Thanks!

Mary Nettleman

Mary Nettleman, MD, MS, MACP Sent from my iPad

On May 31, 2018, at 4:10 PM, Lawler, Michael J <<u>Michael.Lawler@usd.edu></u> wrote:

Dear Dr. Nettleman:

I seek your review and support of the proposed department name change of Addiction Studies to Addiction Counseling and Prevention, which has my approval and aligns with current accreditation and licensing standards.

Professor Zavadil and faculty have reviewed the name change with internal and external constituents, receiving unanimous support.

Once your review is complete, I will send the request to the Provost's Office for further review and consideration by the Board of Regents.

Respectfully,

Michael J. Lawler, MSW, PhD Dean and Professor School of Health Sciences University of South Dakota 414 East Clark Street Vermillion, SD 57069 USA 605-658-6500 www.usd.edu/health

The University of South Dakota School of Health Sciences is committed to an environment of inclusiveness in classroom and clinical settings that honors the richness of diverse perspectives and interprofessional practice through valuing diverse traditions, heritages, and experiences.

From: Zavadil, Francis J Sent: Thursday, May 31, 2018 1:51 PM To: Lawler, Michael J <<u>Michael.Lawler@usd.edu</u>> Subject: Program Name Change

Dean Lawler: Per our discussion, attached in the justification for re-naming our program. Thank you for your assistance.

Budget and Finance Consent

AGENDA ITEM: 5 – K DATE: August 7-9, 2018

SUBJECT:

FY19 Minnesota Reciprocity Agreement

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 13-53-6.2 BOR Policy 1:16 – Interstate Tuition Agreements BOR Policy 5:5:1 – Tuition and Fees: On-Campus Tuition

BACKGROUND/DISCUSSION

During the 1978 legislative session, the Board of Regents was given authority through SDCL 13-53B to execute a tuition reciprocity agreement with the state of Minnesota "with the specific aims of enhancing accessibility to programs, expanding the range of programs available, and promoting the greater economy of state finances." The Board of Regents ratified their first agreement with Minnesota at the May 1978 Board meeting.

Each year the Board approves the rates for the program based on the current agreement. That agreement provides that the visiting student will pay the higher of their home-state tuition and fees or the campus attended.

The table below provides the number of South Dakota and Minnesota students that participated in the Minnesota reciprocity agreement for fall 2015, 2016, and 2017.

	Undergraduate Students	Graduate Students	1 st Prof Students	Total
Fall 2015				
Minnesota Students Studying in South Dakota	3,221	145	20	3,386
South Dakota Students Studying in Minnesota	1,060	93	24	1,177
Fall 2016				
Minnesota Students Studying in South Dakota	3,272	174	15	3,461
South Dakota Students Studying in Minnesota	1,059	90	19	1,168
Fall 2017				
Minnesota Students Studying in South Dakota	3,253	165	21	3,439
South Dakota Students Studying in Minnesota	1,047	117	17	1,181

(Continued)

DRAFT MOTION 20180807_5-K:

I move to approve the Minnesota reciprocity rates for FY19 and authorize the Executive Director to execute the Memorandum of Understanding.

Minnesota Students Enrolled in South Dakota Undergraduate or Graduate Program:

The Administrative Memorandum of Understanding (MOU) with Minnesota Higher Education Service Office (MNHESO) states that Minnesota students attending a South Dakota university pay the higher of the following two rates:

Rate 1: The resident undergraduate or graduate tuition and fee rate at the university attended; or

Rate 2: The weighted undergraduate or graduate average of resident tuition and fee rates of nine Minnesota universities (UM Twin Cities and UM Morris are excluded.)

When determining which rate is paid we include the General Activity Fee (GAF) and the laptop fee at DSU and SDSM&T. The Minnesota weighted undergraduate and graduate averages include tuition, Student Services Fee, and GAF. Minnesota Higher Education Service Office (MNHESO) has calculated the average rate to be \$312.75 per credit hour for undergraduates. The rate a Minnesota undergraduate will pay will depend on the institution attended. The Minnesota weighted undergraduate rate is higher than the in-state rate at all schools except for SDSM&T; therefore, the student would pay the average Minnesota rate everywhere but SDSM&T.

Minnesota Undergraduate Student Attending a South Dakota University

Sc	South Dakota Resident Tuition & Fee Rate						
	FY19 Cost Per Credit Hour						
	Tuition	Tuition Fees Total MN Student Will Pay					
Black Hills State University	\$254.20	\$36.90	\$291.10	\$312.75			
Dakota State University	\$243.30	\$65.90	\$309.20	\$312.75			
Northern State University	\$243.30	\$39.95	\$283.25	\$312.75			
School of Mines	\$249.70	\$76.25	\$325.95	\$325.95			
South Dakota State University	\$248.35	\$43.75	\$292.10	\$312.75			
University of South Dakota	\$248.35	\$53.65	\$302.00	\$312.75			

The Minnesota combined rate for graduate tuition and fees of \$511.40 is higher than the tuition and fees at any of the South Dakota schools, therefore a Minnesota graduate student will pay \$511.40 per credit hour at all South Dakota public universities.

Minnesota Graduate Student Attending a South Dakota University

	South Dakota Resident Tuition & Fee Rate						
	FY19 C	FY19 Cost Per Credit Hour					
	Tuition	Fees	Total	MN Student Will Pay			
Black Hills State University	\$328.20	\$36.90	\$365.10	\$511.40			
Dakota State University	\$319.40	\$39.70	\$359.10	\$511.40			
Northern State University	\$319.40	\$39.95	\$359.35	\$511.40			
School of Mines	\$324.85	\$48.45	\$373.30	\$511.40			
South Dakota State University	\$326.05	\$43.75	\$369.80	\$511.40			
University of South Dakota	\$326.05	\$53.65	\$379.70	\$511.40			

Table 1 compares what a Minnesota undergraduate student would pay under the South Dakota/Minnesota reciprocity agreement to what a non-resident undergraduate student from another state would pay per credit hour. On average, a Minnesota undergraduate student attending a South Dakota university will pay \$99 per credit hour less than a non-resident undergraduate student from another state.

Table 1: Undergraduate

Minnesota Student Attending a South Dakota School

Non-Resident Undergraduate

Non-Resident Graduate

	(Weighted Average of Minnesota Resident Rate)			 (FY18	South Dakota I	Rate)
		FY19			FY19	
	Tuition	Fees	Total	Tuition	Fees	Total
BHSU	\$275.85	\$36.90	\$312.75	\$355.70	\$36.90	\$392.60
DSU	\$246.85	\$65.90	\$312.75	\$342.40	\$65.90	\$408.30
NSU	\$272.80	\$39.95	\$312.75	\$342.40	\$39.95	\$382.35
SDSM&T	\$249.70	\$76.25	\$325.95	\$391.10	\$76.25	\$467.35
SDSU	\$269.00	\$43.75	\$312.75	\$360.50	\$43.75	\$404.25
USD	\$259.10	\$53.65	\$312.75	\$360.50	\$53.65	\$414.15

Table 2 compares what a Minnesota graduate student would pay under the South Dakota/Minnesota reciprocity agreement to what a non-resident graduate student from another state would pay per credit hour. On average, a Minnesota graduate student attending a South Dakota university will pay \$151 per credit hour less than a non-resident graduate student from another state.

Table 2: Graduate

Minnesota Student Attending a South Dakota School

8						
	(Weighted Average	of Minnesota Re	esident Rate)	(FY1	8 South Dakota	Rate)
		FY19			FY19	
	Tuition	Fees	Total	Tuition	Fees	Total
BHSU	\$474.50	\$36.90	\$511.40	\$612.40	\$36.90	\$649.30
DSU	\$471.70	\$39.70	\$511.40	\$596.30	\$39.70	\$636.00
NSU	\$471.45	\$39.95	\$511.40	\$596.30	\$39.95	\$636.25
SDSM&T	\$462.95	\$48.45	\$511.40	\$652.00	\$48.45	\$700.45
SDSU	\$467.65	\$43.75	\$511.40	\$625.85	\$43.75	\$669.60
USD	\$457.75	\$53.65	\$511.40	\$626.85	\$53.65	\$680.50

South Dakota Undergraduate and Graduate Students Attending Minnesota Institutions:

The reciprocity agreement states that South Dakota students attending a Minnesota university pay the higher of the following two rates:

Rate 1: The resident undergraduate or graduate tuition and fee rate at the university attended; or

Rate 2: The weighted undergraduate or graduate average of tuition and fee rates of the South Dakota public universities.

The rate a South Dakota undergraduate student will pay depends upon which Minnesota University the student attends. Since the South Dakota weighted undergraduate rate of \$297.55 is higher than the in-state rate at Metropolitan State University, Minnesota State University Moorhead, Southwest State University and Winona State University, the South Dakota student would pay the average South Dakota rate while attending those institutions. South Dakota students attending the other State Universities would pay the Minnesota rate.

Table 3 illustrates what a South Dakota undergraduate student attending a Minnesota State University would pay under the South Dakota/Minnesota reciprocity agreement.

Table 3: Undergraduate

South Dakota Student Attending a Minnesota State University Minnesota Resident Tuition & Fee Rate

[FY19 Cost Per Credit Hour			
	Tuition	Fees	Total	SD Student Will Pay
Bemidji State University	\$266.45	\$45.28	\$311.73	\$311.73
Minnesota State University-Mankato	\$280.75	\$68.36	\$349.11	\$349.11
Metro State University	\$227.53	\$70.02	\$297.55	\$297.55
Minnesota State University-Moorhead	\$239.00	\$48.95	\$287.95	\$297.55
Southwest State University	\$243.00	\$46.34	\$289.34	\$297.55
St. Cloud State University	\$241.00	\$62.23	\$303.23	\$303.23
Winona State University	\$243.98	\$51.25	\$295.23	\$297.55

The South Dakota weighted average rate for graduate tuition and fees of \$373.90 is lower than the individual school's graduate rates so South Dakota students will pay the Minnesota institutional rates. Table 4 illustrates what a South Dakota graduate student attending a Minnesota institution would pay under the South Dakota/Minnesota reciprocity agreement.

Table 4: Graduate

Winnesota Resident Futton & Fee Rate					
	FY19 Cost Per Credit Hour				
	Tuition	Fees	<u>Total</u>	SD Student Will Pay	
Bemidji State University	\$419.60	\$44.42	\$464.02	\$464.02	
Minnesota State University-Mankato	\$411.40	\$41.88	\$453.28	\$453.28	
Metro State University	\$388.55	\$43.88	\$432.43	\$432.43	
Minnesota State University-Moorhead	\$388.90	\$48.67	\$437.57	\$437.57	
Southwest State University	\$402.50	\$47.08	\$449.58	\$449.58	
St. Cloud State University	\$398.75	\$48.63	\$447.38	\$447.38	
Winona State University	\$403.69	\$40.79	\$444.48	\$444.48	

South Dakota Student Attending a Minnesota University Minnesota Resident Tuition & Fee Rate

Minnesota Students Enrolled in South Dakota Professional Programs:

Minnesota students enrolled in the SDSU Doctor of Pharmacy (Phar.D.) program, the USD Law School, or the Sanford School of Medicine pay the higher of two state rates:

Rate 1: The resident professional cost per credit hour at the institution attended; or

Rate 2: The resident cost per credit hour at a comparable professional school in the student's home state, except that cost per credit hour for reciprocity students enrolled in professional programs will not exceed 150% of resident cost per credit hour at the institution attended.

Pharmacy:

- 1. The total cost per credit hour for a SDSU resident Pharmacy Doctorate student is \$572.35 (Rate 1).
- 2. The Minnesota Pharmacy Doctorate total cost per credit hour equals \$1,209.55 (Rate 2).
- 3.150% of Rate 1 equals \$858.55.
- 4. The Minnesota rate is the higher of the two, but exceeds 150% of Rate 1 at the institution attended. Therefore, \$858.55 is the total cost per credit hour for Minnesota students. The tuition and fees assessed will be:

	South Dakota	Resident Rate	Proposed Minnesota Rate		
	Cr. Hour Rate	Semester Rate	Cr. Hour Rate	Semester Rate	
FY19 Tuition	\$326.05	\$4,885.00	\$612.25	\$7,594.00	
GAF	\$43.75	\$831.25	\$43.75	\$743.75	
Pharmacy Program F	See <u>\$202.55</u>	\$3,420.90	<u>\$202.55</u>	\$3,420.90	
Total Tuition & Fees	\$572.35	\$9,137.15	\$858.55	\$11,758.65	

Law School:

1. The USD Law School resident cost per credit hour is \$534.60 (Rate 1).

2. The Minnesota Law School cost per credit hour equals \$1,871.70 (Rate 2).

3.150% of Rate 1 equals \$801.90.

4.Although the Minnesota rate is the higher of the two, the reciprocity rate for professional programs is not to exceed 150% of Rate 1 at the institution attended. Therefore, \$801.90 is the cost per credit hour for Minnesota students. Tuition and fees assessed will be:

	South Dakota Resident Rate	Proposed Minnesota Rate		
	Semester Cost	Cr. Hour Rate	Semester Cost	
FY19 Tuition	\$5,624.00	\$642.25	\$9,634.25	
GAF	\$804.75	\$53.65	\$804.75	
Law School Program F	Fee <u>\$1,590.00</u>	<u>\$106.00</u>	<u>\$1,590.00</u>	
Total Tuition & Fees	\$8,018.75	\$801.90	\$12,029.00	

FY19 Minnesota Reciprocity Agreement August 7-9, 2018 Page 6 of 6

School of Medicine:

The Sanford School of Medicine resident cost per credit hour is \$795.14 (Rate 1).
 The University of Minnesota Medical School cost per credit hour equals \$881.00 (Rate 2).
 150% of Rate 1 equals \$1,195.72 or an annual cost of \$49,622 based on 41.5 credit hours.
 The Minnesota's rate is the higher of the two rates. Therefore, \$881.00 (Rate 2) is the cost per credit hour or an annual cost of \$36,562

	South Dakota Resident Rate	Proposed Minnesota Rate	
	Annual Cost	Cr. Hour Rate	Annual Cost
FY19 Tuition	\$30,772.00	\$827.35	\$34,335.00
GAF	<u>\$2,226.50</u>	<u>\$53.65</u>	\$2,227.00
Total Tuition & Fe	ees \$32,998.50	\$881.00	\$36,562.00

IMPACT AND RECOMMENDATIONS

The following table provides a comparison of the FY18 costs and the proposed FY19 costs for tuition and fees for a Minnesota student enrolled in a South Dakota institution.

Tuition and Fees						
	<u>FY18</u>	Proposed FY19	<u>\$ Increase</u>	% Increase		
Undergraduate Cr Hr	\$312.00	\$312.75	\$0.75	0.24%		
Graduate Cr Hr	\$490.40	\$511.40	\$21.00	4.28%		
	<u>FY18</u>	Proposed FY19	<u>\$ Increase</u>	% Increase		
Pharmacy – Semester	\$11,483.44	\$11,758.65	\$275.21	2.40%		
Law – Semester	\$11,672.70	\$12,029.00	\$356.30	3.05%		
Medical - Annual	\$36,354.00	\$36,562.00	\$208.00	.57%		

The staff recommends approval of the FY19 Minnesota Reciprocity tuition rates.

ATTACHMENTS

None

Budget and Finance Consent

AGENDA ITEM: 5 – L DATE: August 7-9, 2018

SUBJECT

BOR Policy 1:7:6 – Technology and Telecommunications Council Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:7:6 – Technology and Telecommunications Council

BACKGROUND / DISCUSSION

In an attempt to transition the BOR policies into the new format, BOR Policy 1:7:6 has been updated to include the purpose of the policy, definitions and put in the new format. The policy changes were reviewed by the Technology Affairs Council and the Council of Presidents and Superintendent in April 2018; the Business Affairs Council reviewed the changes in May 2018.

In June 2018, the Board approved the first reading of the changes to this policy. There have been no changes since the first reading. Attachment I shows the proposed changes.

IMPACT AND RECOMMENDATIONS

By making these changes, the BOR Policy manual will continue to be updated to the current format.

ATTACHMENTS

Attachment I – BOR Policy 1:7:6 – Technology and Telecommunications Council

DRAFT MOTION 20180807_5-L:

I move to approve the second and final reading of BOR Policy 1:7:6 – Technology and Telecommunications Council with the revisions as shown in Attachment I.

Policy Manual

SUBJECT: Technology Affairsand Telecommunications- Council

NUMBER: 1:7:6

A. PURPOSE

To define the participants and role of the Technology Affairs Council.

B. DEFINITIONS

None

C. POLICY

The Technology Affairs Council Business Affairs Council is created to provide a vehicle for conducting system and institutional dialogue, developing and overseeing compliance with board policy, and establishing procedures and best practices relative to the fiscal affairs of the institutions and the Regental system.

The Technology Affairs Council is created to provide a vehicle for conducting system and institutional dialogue on the plans and applications of technologies in the system; developing and overseeing compliance with board policy; and establishing procedures and best practices relative to technologies utilized by the institutions and the Regental system. The Technology and Telecommunications Council is created to provide a vehicle for conducting system and institutional dialogue on the plans and applications of technologies in the system. The Council shall be responsible for providing advice to other councils on matters that involve the applications of various telecommunications technologies. The Council shall be the primary means for interfacing individual institutional technology plans and applications with other institutions in the system. A major responsibility of the council shall be to insure the technology applications, give oversight to inter-institutional applications, and confirm the interconnectivity of South Dakota higher education with appropriate external agencies and entities in the state, regionally and nationally.

1. Membership

The Technology <u>Affairs and Telecommunications</u> Council shall consist of the <u>president's</u> <u>Chief Information Officers designated appointees at each of representing each of t</u>the institutions of higher education under the Board's control. The designees shall be senior level staff members who can serve as the campus spokesperson on matters related to technology in support of academic, administrative, distance education, and research needs.

The Council shall be chaired by the <u>System Vice President of Finance and Administration</u> or the Director of Regents Information Systems as a non-voting member. The superintendents may elect to assign a person to participate in the Council. The institutions and Board office may have others participate in council activity as they deem appropriate and necessary, but each institution will only have one vote.

2. Duties and ResponsibilitiesRole

The Technology Affairs Council shall, at the request of the Board, the <u>-Executive Director</u>, or the Council of Presidents and Superintendents, review existing or proposed uses of technology and policies, and make recommendations to the Board through the Council of Presidents and Superintendents.

The <u>Council shall be responsible for providing advice to other councils on matters that</u> involve the applications of various telecommunications technologies.

The Council shall develop and oversee policies that guide the purchase and use of technologies used by the institutions and the Regental system. The Council shall be the primary means for interfacing individual institutional technology plans and applications with other institutions in the system. A major responsibility of the Council shall be to insure the technology applications within the system are compatible and appropriate for internal functional applications, give oversight to inter-institutional applications, and confirm the interconnectivity of South Dakota higher education with appropriate external agencies and entities in the state, regionally and nationally. The Technology and Telecommunications Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, review existing or proposed uses of technology and policies, and make recommendations to the Board through the Council of Presidents.

The Technology <u>Affairs and Telecommunications</u> Council shall create, maintain and update a statewide plan for the uses of technology including the cooperative sharing of campus instructional technology, off-campus educational delivery systems, communication networks, information systems, and linkages to regional and national information systems. The Council shall provide leadership in maintaining the system's investment in technology infrastructure, equipment, personnel and curriculum assets.

FORMS / APPENDICES:

None

SOURCE:

BOR, October, 1991; BOR, January 1996;_____

Budget and Finance Consent

AGENDA ITEM: 5 – M DATE: August 7-9, 2018

SUBJECT

M&R Projects (greater than \$250,000)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:6 – Maintenance and Repair

BACKGROUND/DISCUSSION

Maintenance and Repair projects with costs of more than \$250,000 require Board approval. The following projects have been requested:

NSU Administration Building – Tuck Point and Stair Replacement: This project will replace three sets of concrete stairs at entrances, tuck point bad areas on the administration building and remove caulk around the entire lower joint areas and replace with mortar. This project will also make repairs to campus pillars at campus entrance areas. Leftover FY17 HEFF Planning & Design funds in the amount of \$253,744 and \$1,256 from leftover FY18 HEFF Planning & Design funds will be used to fund this project.

IMPACT AND RECOMMENDATIONS

Approval of the project will allow the campuses to proceed to full design and construction.

ATTACHMENTS

None

DRAFT MOTION 20180807_5-M:

I move to approve the NSU Administration Building – Tuck Point and Stair Replacement maintenance and repair project.

Planning, Governance, and Resource Development

AGENDA ITEM: 6 – C DATE: August 7-9, 2018

SUBJECT

Interim Actions

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:5 – Executive Director BOR Policy 2:23 – Program and Curriculum Approval BOR Policy 5:4 – Purchasing BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION

Per BOR Policy, the Executive Director (or his/her designee) is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his/her designee.

ATTACHMENTS

Attachment I – Interim Actions

INFORMATIONAL ITEM

INTERIM ACTIONS

Maintenance and Repair Projects (\$50,000 - \$250,000)

South Dakota State University

Oak Lake Field Station – Basement for House Relocation: A SDSU-owned house will be relocated from campus proper to Oak Lake Field Station to replace an existing house that will be demolished. Using \$40,000 of AES Program Fees and \$40,000 of AG & BIO Tuition & Fees, a basement will be constructed using standing contracts and will be managed by SDSU Facilities and Services staff.

Parking Lot 110 – Resurfacing: At a cost of \$75,000, this project involves resurfacing the parking lot near the Dairy-Micro Lab. Work will include new asphalt and curb repairs. Parking and traffic fees will be used to pay for this project.

Parking Lot 163 – Resurfacing: At a cost of \$225,000, this project involves the design and construction to overlay Parking Lot 163 north of the Physical Education Center. Parking and traffic fees will be used to pay for this project.

State Court (6 Structures) – Asbestos Abatement and Demolition: The demolition of six (6) State Court structures will include contracting for asbestos abatement and utilizing SDSU's excavation standing contractor. Three (3) of the structures will be demolished in summer 2018 and the other three (3) will be demolished in the summer 2019. The \$150,000 cost will be funded using Family Housing Demolition funds.

University Student Union – Mechanical / Electrical Upgrades: Using \$50,000 of Student Union M&R funds, this project will consist of hiring an engineering firm to study and eventually implement design solutions to upgrade the University Student Union's mechanical and electrical systems. Multiple renovations and additions to the building over the course of 15 years have addressed improvements in parts of the building, however, many original MEP systems also remain in operation. This project will address safety, reliability, redundancy and efficiency throughout the building.

Waldner Farm – **House Renovation:** In October 2017, the Board approved spending \$105,000 of farm revenue and cost recovery funds to renovate the Waldner farm house. SDSU requests spending an additional \$50,000 from the same funding sources to address additional upgrades needed. The project includes replacing windows, siding, doors, interior finishes such as flooring and paint, and foundation waterproofing. The design work and construction will be done by SDSU Facilities and Services department.

Capital Asset Purchase Request (Greater than \$500,000) (Emergency Approval)

SD Board of Regents / Regents Information Systems – 100G Upgrade to Juniper Routers: Emergency approval is requested to purchase the equipment to upgrade routers and related equipment for \$913,844 to upgrade the REED network backbone to 100G capable. A total of \$3.0M has been committed for the upgrade to 100G. DSU, SDSU and USD have each committed \$500,000; Great Plains Education Foundation has committed \$500,000, the Governor has committed \$500,000, and \$500,000 from the Regents Research & Development Innovation Grants pool.

Clerical BOR Policy Updates

BOR Policy 2:23 System Undergraduate Admissions was updated on July 26, 2018, to reflect the following clerical revisions (noted in <u>red</u> below) in regards to updates from ACT to the concordance tables:

•••

2.4.4. Students who do not successfully complete three (3) years of social studies may meet minimum course requirements through one of the following:

2.4.4.1. An ACT social studies/reading subtest score of 17 or above.

2.4.4.2. An Advanced Placement Microeconomics, Macroeconomics, Comparative or United States Government and Policies, European or United States History, or Psychology score of 3 or above.

•••

5.1.3. Obtain an ACT composite score of 18 (Redesigned SAT score of <u>950_970</u>, or equivalent for older SAT scores) or above.

•••

Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx

Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx

Reduced Tuition Externally Sponsored Courses For August 2018 Board of Regents							
Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved	
DSU	CSC 692: 2018 Implementing Cybersecurity in the K-12 Classroom	3	6/11/18-7/13/18	DSU	National Security Agency Grant	6/15/2018	
DSU	ED 592: Google Infused Classroom	1	6/15/18-8/7/18	Online	Digital Edge Training Belle	6/15/2018	
BHSU	ED 692: Reading and Writing Across the Curriculum, Grades K-8	1-3	7/23/18-7/25/18 & 8/6/18- 8/10/18	Belle Fourche Middle School	Belle Fourche School District	7/2/2018	
NSU	ART 121: Design I 2D	3	8/22/18- 12/21/18	Mitchell High School	Mitchell High School	7/2/2018	
NSU	ART 492/592: Advanced Art Methods	1-2	7/16/18-7/27/18	NSU	Arts South Dakota	7/2/2018	
NSU	EDFN 492/592: Strategies for Success as a Teacher	1	8/20/18-9/30/18	NSU	NSU Foundation Mason Fund	7/2/2018	
BHSU	ART 592: Arts Conference Workshop	1	10/4/18-10/6/18	BHSU	BHSU Arts Conference	7/9/2018	
USD	SPED 593: 2018 Summer Educators Institute: Rejuvenation for Teachers	1-3	7/19/18-8/10/18	University Center Sioux Falls	Core Grant	7/9/2018	
USD	BADM 193: Summer Accounting Institute	1	7/8/18-7/12/18	USD	Beacom School of Business	7/9/2018	
USD	SPED 593: Skills Institute: Conducting Systematic Assessments	1	6/26/18-7/25/18	Online	SDDOE	7/9/2018	
USD	SPED 593: Skills Institute: Conducting Systematic Assessments	1	6/29/18-7/28/18	Online	SDDOE	7/9/2018	
USD	ADS 426: Theory & Practice of Alcohol and Drug Prevention	3	7/23/18-7/27/18	Pierre, SD	Mountain Plains Evaluation	7/9/2018	
NSU	BIOL 151/L: General Biology & Lab	4	9/4/18-5/30/18	Huron High School	Huron High School	7/23/2018	
NSU	ELED 593: Ag in the Classroom	1	8/20/18- 10/26/18	Online	Ground Works Midwest - SD Ag in the Classroom	7/23/2018	
NSU	ENGL 101: Composition I	3	8/23/18- 12/21/18	Dell Rapids High School	Dell Rapids High School	7/23/2018	
USD	AHED 790: Designing Online Instruction	1	7/2/18-7/31/18	Online	LERN	7/23/2018	

ATTACHMENT I 5

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
	ELED/SEED 592: PROMISE Biomedical					
	Science Educator			Sanford Center,	Sanford	
USD	Enrichment Workshop	1-2	7/23/17-7/27/18	Sioux Falls, SD	Research	7/25/2018
					Grand Forks	
	ELED 792: Observation			West Elementary,	Public School	
USD	Assessment	2	7/30/18-8/3/18	Grand Forks, ND	District	7/25/2018

Academic and Student Affairs

AGENDA ITEM: 7 – A (1) DATE: August 7-9, 2018

SUBJECT

Section Size Report – FY2018

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:17 – Instructional Funding AAC Guideline 5:7 – Section Size Guidelines

BACKGROUND / DISCUSSION

As the public university system advances its efforts to balance instructional effectiveness with organizational efficiency, course section size has emerged as an important accountability measure. The annual *Section Size Report* evaluates the extent to which the state's six public universities continue to meet Regental policy with respect to minimum enrollment per course section. For additional information, visit the interactive SDBOR Section Size Dashboard at https://www.sdbor.edu/dashboards.

IMPACT AND RECOMMENDATION

During the December 2017 Board of Regents meeting, a set of efficiency infographics were prepared to highlight the impact of Board policies on reducing costs and increasing affordability for students. The infographic emphasized that just a 1% increase in the number of low enrolled sections results in an additional \$600,000 of salary costs to institutions.

This past year BHSU fell slightly above the approved thresholds in BOR policy, which are capped at 4% for low enrolled sections. The campus explanation for exceeding this threshold as outlined in BOR Policy 5:17 is provided in Attachment II.

ATTACHMENTS

Attachment I – Section Size Report Attachment II – Campus Explanation for Exceeding Established Thresholds

INFORMATIONAL ITEM

Section Size Report

Policy Background and Data Notes

BOR Policy 5:17.4 stipulates the minimum number of students that must be enrolled in course sections offered at the state's public universities. As stated in this policy, undergraduate and dual-listed sections must enroll at least ten students, entry-level graduate sections (i.e., 500-600 level) must enroll at least seven students, and upper-level graduate sections (i.e., 700-800 level) must enroll at least four students.

This so-called "4-7-10 rule" applies only to state-supported course sections delivered through "selected" instructional methods (e.g., lectures, seminars).¹ Exceptions to the 4-7-10 rule are allowed for up to four percent of selected sections at BHSU, DSU, and NSU and up to three percent of selected sections at SDSMT, SDSU, and USD. These exception limits are based on cumulative data from the fall and spring terms.²

Analysis

Small Sections

A total of 11,008 state-supported sections were offered in the university system during FY2018, 6,923 of which (62.9 percent) were selected sections. Overall, 3.0 percent of selected sections (n=204) were classified as "small" under the 4-7-10 rule. Figure 1 shows that these figures are consistent with those recorded over the last several years. Of the 204 small sections recorded in FY2018, 157 (77.0 percent) were undergraduate sections, 23 (11.3 percent) were dual-listed sections, and 24 (11.8 percent) were graduate sections.

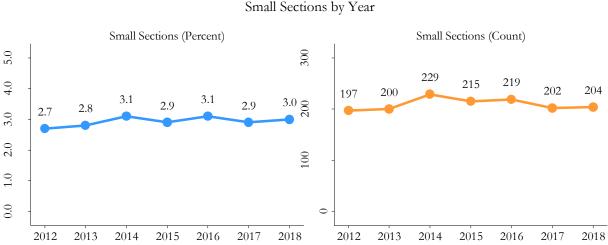


Figure 1 Small Sections by Year

¹ See Appendix A for detailed definitions of "selected" and "non-selected" instructional methods.

² All data presented in this report refer to state-supported sections only. Data are sourced from census date extracts.

Table 1 shows that small section percentages in FY2018 ranged from a high of 4.7 percent at BHSU to a low of 2.2 percent at SDSMT and USD. The exception rate at BHSU (4.7 percent) was slightly higher than the annual exception limit stipulated in BOR policy.³

Table 1 Small Sections by Institution and Year									
	[]	Percentage	es)						
	FY2014 FY2015 FY2016 FY2017 FY2018								
BHSU	5.7	2.4	3.1	4.5	4.7				
DSU	3.8	4.0	4.1	3.8	3.9				
NSU	3.6	3.2	4.0	4.0	4.0				
SDSMT	2.4	2.3	2.2	2.6	2.2				
SDSU	2.6	3.0	2.8	2.6	2.9				
USD	3.0	3.1	3.3	2.5	2.2				
System	3.1	2.9	3.1	2.9	3.0				

Table 2 displays FY2018 small section counts by institution and course level. It can be seen that, for all institutions, undergraduate courses account for a majority of small sections. Note that these data are provided for reference only; no specific exception limitations have been established with respect to particular course levels.

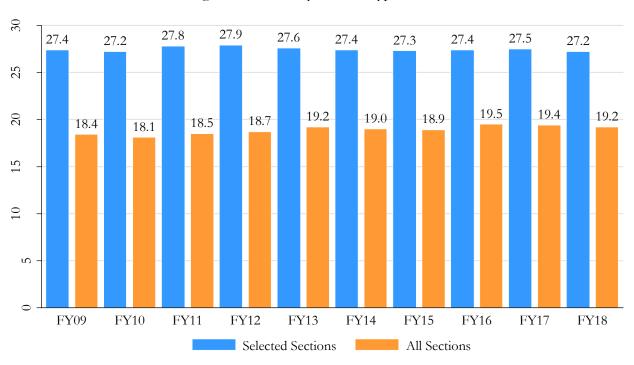
		10	abic 2				
Small Sections by Institution and Course Level, FY2018							
	BHSU	DSU	NSU	SDSMT	SDSU	USD	
Undergraduate	27	15	19	7	67	22	
0	(4.4%)	(3.7%)	(3.9%)	(1.1%)	(2.7%)	(1.9%)	
Dual-Listed	1	0	0	4	10	8	
	(10.0%)	(0.0%)	(0.0%)	(4.6%)	(6.4%)	(4.7%)	
Graduate	1	1	2	7	7	6	
	(100.0%)	(14.3%)	(12.5%)	(9.3%)	(2.6%)	(2.1%)	
Total	29	16	21	18	84	36	
	(4.7%)	(3.9%)	(4.0%)	(2.2%)	(2.9%)	(2.2%)	

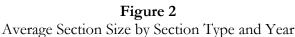
Table 2

³ Again, established exception limits are four percent at BHSU, DSU, and NSU, and three percent at SDSMT, SDSU, and USD. Representatives from BHSU were asked to provide an explanation for exceeding the established threshold; this information can be found in Attachment II.

Average Section Size

Average section size remained steady in the university system in FY2018. Figure 2 shows that, across all institutions and course levels, the average section size among selected sections was 27.2 students. Average section size was highest among undergraduate sections (28.8), followed by dual-listed sections (24.9) and graduate sections (15.2).⁴ Across all section types (selected and non-selected combined), an average of 19.2 students enrolled in regental course sections in FY2018.





Large Sections

Large sections (those with an enrollment of 100 or more) are used for a variety of purposes in the regental system. For example, introductory courses (e.g., Introduction to Sociology, United States History I) offer students an overview of a discipline. Other large sections (e.g., Biology Survey I, General Chemistry I) require students to enroll in supplemental laboratory experiences that allow for small group interaction in a traditional classroom environment. Participation/orientation courses (e.g., Marching Band, Orientation to Nursing) are experiential requirements for particular degree programs. Nearly all large sections are associated with one of these broad categories.

⁴ These figures describe state-supported, selected sections only.

Of the 11,008 state-supported sections offered during FY2018, 121 (1.1 percent) had an enrollment of 100 or more students, down slightly from the prior year.⁵ As seen in Figure 3 below, 52.9 percent (n=64) of these sections enrolled 100-149 students, with approximately 5.0 percent (n=6) enrolling 300 students or more.

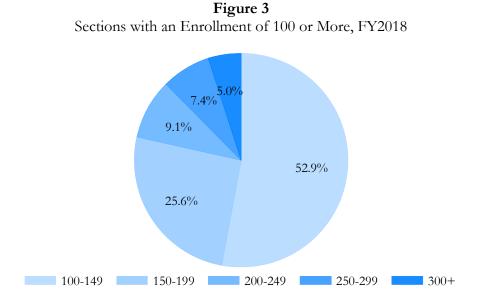


Table 3 shows historical institutional data, and indicates that SDSU has tended to deliver more large sections than any other university. In FY2018 specifically, enrollments in the university system's ten largest sections ranged from 274 to 366 students; all ten of these sections were delivered by SDSU.

Table 3								
Large Sections by Institution and Year								
	FY2014 FY2015 FY2016 FY2017 FY2018							
BHSU	1	0	0	0	0			
DSU	0	0	0	1	1			
NSU	4	4	3	1	0			
SDSMT	6	12	8	6	5			
SDSU	95	90	92	102	95			
USD	32	25	26	24	20			
Total	138	131	129	134	121			

⁵ "Large" sections are defined here as those with enrollments greater than or equal to 100; enrollments are reported as aggregations of all cross-listed sections. Unless otherwise noted, the figures presented in this section refer to *all* unduplicated sections, not just *selected* sections.

Appendix A Background Information

Every state-supported course section offered in the university system can be classified into one of two categories: *selected* or *non-selected*. The distinction between these categories is based on the instructional method through which the section is delivered. Selected instructional methods are traditional delivery formats whose nature is such that course enrollments are not unusually limited. Non-selected instructional methods, on the other hand, include delivery methods that by definition tend to enroll a limited number of students. As delineated in BOR policy, selected and non-selected instructional types are defined as:

Selected Instructional Methods	Non-Selected Instructional Methods
Discussion/Recitation	Studio / Small Group Instruction / Small Ensemble
Seminar	Competency-Based / Self-Paced Study
Large Ensemble	Clinical Laboratory or Experience
Laboratory and Alternate Laboratory	Independent Study or Private Instruction
Physical Education Activity	Design/Research
Lecture Courses	Tracking
	Internship/Practicum
	Thesis or Thesis/Research Sustaining
	Workshop
	Restricted PE Activity

BHSU Explanation for Exceeding the 4% Threshold

We have several HLTH and EXS classes on the list because we have a specialized lab with limited space. Basically the lab has 12 units, and because we have enrollments of greater than 12 we have to split the lab into two sections. The following courses are subject to this space limitation.

Term	Prefix	Course #	Section	Course Name	Delivery Type	Student #
2017FA	EXS	454L	B001	Biomechanics Lab	Laboratory	7
2017FA	HLTH	425L	B001	Exercise Prog Special Pops	Laboratory	8
2017FA	HLTH	425L	B002	Exercise Prog Special Pops	Laboratory	7
2018SP	EXS	353L	B002	Kinesiology Lab	Laboratory	7
2018SP	EXS	454L	B002	Biomechanics Lab	Laboratory	8
2018SP	HLTH	425L	B001	Exercise Prog Special Pops	Laboratory	8

In the fall 2017 semester we had 2 sections of the Exercise Prog (8, 7). Additionally, in the spring 2018 semester we had 2 sections of Kinesiology (10, 7), 2 sections of Biomechanics (9, 8), and 2 sections of Exercise Prog (11, 8)

Academic and Student Affairs

AGENDA ITEM: 7 - A(2)**DATE: August 7-9, 2018**

SUBJECT

Academic Leadership Training

CONTROLLING STATUTE, RULE, OR POLICY None

BACKGROUND / DISCUSSION

The Academic Leadership Training meeting was scheduled for July 26-27 in Pierre. This consisted of a 1.5-day training session for the event.

Through a review of the training session survey feedback from last year, the respondents noted that the COHE and legal policy sessions were the most helpful to them. The budget session was reported as the least helpful due to the differences in campus budgeting processes. Topics that were suggested for more training included: 1) handling complaints and having difficult conversations with students and faculty, 2) managing conflict with administration, and 3) changing the culture.

Throughout this academic year, there have been online webinars held on FERPA, recruitment and hiring of international faculty, and having difficult conversations with faculty and staff.

IMPACT AND RECOMMENDATION

Eligible personnel for this training included directors, department chairs, and deans who are in their first two years of employment at the institution. The agenda for the session can be found at the training webpage linked below.

Training Webpage:

https://www.sdbor.edu/administrative-offices/academics/Pages/Academic-Leadership-Training.aspx

ATTACHMENTS

None

INFORMATIONAL ITEM

Academic and Student Affairs

AGENDA ITEM: 7 – A (3) DATE: August 7-9, 2018

SUBJECT

Program Review Reports - BHSU, DSU, SDSU & USD

CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 4.2 – Institutional Program Review Guidelines

BACKGROUND / DISCUSSION

The system has established a process requiring periodic reviews of all programs offered. A primary purpose for these reviews is to continuously improve the quality of all educational programs. Periodic program review involves stakeholders in an analysis of past performance which is used to inform present and future directions and decision-making. The review process is integrated with strategic planning and budgeting, with regional and specialized accreditation processes, and with student-learning outcome assessment. The system's processes require each campus to maintain a schedule that indicates the time frame for the review of every program offered.

For each review, representatives of the program completed a self-study driven either by the system's guidelines or by those of an external accrediting body, if applicable. An external review was engaged to evaluate the program using both the self-study and interviews of constituents. In each case the reviewer prepares a report of findings and the campus then prepares a response.

IMPACT AND RECOMMENDATION

For each program reviewed, the report (and any additional documentation as applicable) is linked below. These are also available on AAC's <u>Institutional Program Reports</u> webpage.

Black Hills State University

- <u>Art Department</u>
- Environmental and Physical Science

Dakota State University

• <u>Computer Game Design</u>

- <u>General Studies</u>
- <u>Mass Communication</u>

(Continued)

INFORMATIONAL ITEM

Program Review Reports August 7-9, 2018 Page 2 of 2

South Dakota State University

- <u>Apparel Merchandising</u>
- Computer Science (MS)
- <u>Electrical Engineering (MS, PhD)</u>
- <u>History</u>

University of South Dakota

- Basic Biomedical Sciences
- <u>Chemistry</u>
- <u>Clinical Psychology</u>

ATTACHMENTS

None

- <u>Philosophy and Religion</u>
- Political Science
- <u>Psychology</u>
- <u>Music</u>
- <u>Nursing (BS)</u>

Academic and Student Affairs

AGENDA ITEM: 7 – B DATE: August 7-9, 2018

SUBJECT

NSF EPSCoR RII Track-1 Update

CONTROLLING STATUTE, RULE, OR POLICY None

BACKGROUND/DISCUSSION

The National Science Foundation's (NSF) Established Program to Stimulate Competitive Research (EPSCoR) aims to enhance research competitiveness in targeted jurisdictions (states, territories and commonwealth) by strengthening STEM capacity and capability. The specific goals of the program are to: (1) catalyze research capability across and among jurisdictions; (2) establish STEM professional development pathways; (3) broaden participation of diverse groups/institutions in STEM; (4) effect engagement in STEM at national and global levels; and (5) impact jurisdiction in 1987, and is currently one of twenty-eight recognized as an EPSCoR jurisdictions. The cornerstone of the NSF EPSCoR program is the Research Infrastructure Improvement Program Track-1 (<u>RII Track-1</u>) award, which is typically a 5 year \$20M award issued to jurisdictions on a competitive basis, with each jurisdiction allowed one proposal when they are eligible to submit. South Dakota is concluding year 4 of its current 5 year \$20M award. The award notification for the pending proposal, which was due on July 31st, is anticipated in late spring of 2019.

In March of this year, the SD Research Excellence: A Critical Hallmark (REACH) Committee, which serves as the EPSCoR Steering Committee for the state, selected a biofilms proposal, led by a team out of SDSMT with collaboration from USD and SDSU, to serve as the scientific core of the state's RII Track-1 submission. Given the structural transition of the EPSCoR Office to under the BOR Office, after numerous discussions with RAC and consultation with Kelvin Chu from The Implementation Group (EPSCoR Consultant), it was determined that the best way to proceed with the RII Track-1 submission was to have the BOR Office submit the proposal, with the BOR Office then issuing sub-awards to the participating institutions. The foregoing provides a clean and clear organizational structure, both for the stakeholders within the state, as well as for NSF, while also maximizing F&A recovery at the campus level. Additionally, this approach paves the way for a more efficient and effective coordination of the various EPSCoR

(Continued)

NSF EPSCoR RII Track-1 Update August 7-9, 2018 Page 2 of 2

programs operating within the state (e.g., NIH, NASA, etc.), which will ultimately reduce administrative costs, leaving more funding available to carry out programmatic activities at the campus level. The primary fiscal management will be handled via existing campus personnel, with grant funding covering the requisite staff time to fulfill this function. This approach will ultimately reduce the overall administrative FTE/cost required for the program(s) through better utilization of our existing resources within the system.

IMPACT AND RECOMMENDATION

If successful, the NSF EPSCoR RII Track-1 award will provide \$20M in funding over a five year period to enhance R&D capacity/competitiveness and bolster STEM education/outreach efforts statewide, which will ultimately serve to bolster the STEM pipeline and advance the state's technology/knowledge based economy.

ATTACHMENTS

None

Academic and Student Affairs

AGENDA ITEM: 7 – C DATE: August 7-9, 2018

SUBJECT

Institutional Updates on Free Speech Policy Revisions

CONTROLLING STATUTE, RULE, OR POLICY

U.S. Constitution Amendment I SD Constitution Art. VI § 5 – Freedom of Speech SDCL § 3-6C-19 – Freedom of Speech of Officers and Employees BOR Policy 3:3 – Freedom of Speech BOR Policy 3:4 – Student Code of Conduct BOR Policy 6:13 – Facilities Use By Private Parties

BACKGROUND / DISCUSSION

During the June 2018 Board meeting, a Free Speech Roundtable was scheduled with a number of invitees who provided both written and oral comments on a variety of system and institutional policies affecting free speech. Board of Regents staff are working to make necessary revisions to BOR Policies 3:3, 3:4, and 6:13 with a goal of having a first reading at the October 2018 meeting. In advance of the roundtable discussion, institutional presidents were asked to identify campus level policies that may warrant revisions, and the identified list can be found in Attachment I.

IMPACT AND RECOMMENDATION

Institutional presidents will provide an update to the Board regarding the status of campus level policy revisions underway and the expected timeline for completing this work prior to the December 2018 Board meeting.

ATTACHMENTS

Attachment I – Campus Level Free Speech Policies Under Review

INFORMATIONAL ITEM

Institutional Policies That Have Freedom of Expression Implications

Black Hills State University

- <u>Student Organization Manual</u>
- Email User Account Policy
- <u>Title IX Sexual Misconduct</u>

Dakota State University

- Sponsorship of Non-University Speakers by Student Organizations
- <u>Student Organizations & Activities</u>

Northern State University

- <u>Guest Speakers and Performers</u>
- <u>Posting Policy</u>
- <u>Scheduling of University Events</u>
- Facilities Use Agreement Template
- <u>Student Activities Rubric</u>
- <u>Student Budget Appropriations Committee Guidelines</u>

South Dakota School of Mines & Technology

- <u>Policy I-05: Free Speech and Assembly on Campus Grounds for non-SDSM&T</u> Personnel
- Policy III-7-1: Solicitation
- Policy III-10-1: On-Campus Advertising/Campus Posting
- Policy VI-11: Assessing User Fees: Scheduling, Events, and Conferences
- Policy VI-A-07: Scheduling and Coordinating Use of Campus Resources

South Dakota State University

- <u>Student Conduct Code Policy</u>
- Harassment Policy
- <u>Housing Handbook Harassment Policy (Page 33)</u>
- Housing Handbook Roommate Bill of Rights (Page 3)

University of South Dakota

- <u>Student Handbook Freedom of Speech (Page 53)</u>
- <u>Policy 7.005 Sales and Solicitation</u>

Budget and Finance

AGENDA ITEM: 8 – A DATE: August 7-9, 2018

SUBJECT:

BOR Policy 4:49 – Multi-Year Employment Contract Revisions (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 4:49 – Multi-Year Employment Contracts BOR Policy 4:1 – General Personnel Policy

BACKGROUND / DISCUSSION

BOR Policy 4:49 was approved in <u>March 2016</u> to allow for multi-year contracts for NCAA Division I head coaches and athletic directors, and university presidents. This policy was established in response to the market demands for NCAA Division I athletics. Currently, the policy allows, but does not require, three (3) year contracts. The ability to provide these longer term contracts has assisted both USD and SDSU in their ability to recruit and retain head coaches for the major sports programs. Currently, there are nine coaches and one athletic director in the Regental system that have multi-year contracts.

The Board Athletic Committee has met twice and discussed with the SDSU and USD President's and Athletic Directors about the opportunity to change the policy to allow for a five (5) year contract. The market for college athletics continues to evolve and it is commonplace for head coaches and athletic directors to have contracts of five (5) years or more. Data regarding coach contract lengths from a survey of the conferences in which USD and SDSU compete in are outlined below:

- The Summit League: Contracts range in length of three (3) to six (6) years, South Dakota universities are the only ones in the conference with contracts less than four (4) years in length.
- The Missouri Valley (Football conference): Contracts range from three (3) to eight (8) years, South Dakota universities are the only ones in the conference who have contracts less than four (4) years in length.
- 3. The Big 12 (Wrestling Conference): Contracts range from one (1) to seven (7) years in length.

(Continued)

DRAFT MOTION 20180807 8-A:

I move to approve the first reading of the proposed revisions to BOR Policy 4:49 – Multi-Year Employment Contracts.

In addition to the market driving longer term contracts, the presidents have also voiced that this policy change would facilitate more continuity for student-athletes. The longer terms that coaches can be provided, the less likely there will be coaching disruption for the student athletes. This is important not only as a part of student athlete recruitment, but also for the student's academic success. Lastly, the longer term contracts provide security to the institutions with larger buyout provisions if a coach or athletic director resigns prior to the end of the contract.

IMPACT AND RECOMMENDATIONS

The recommended changes to BOR policy 4:49 can be found in Attachment I. The substantive changes include the following:

- 1. Changing the language to allow for a contract term of more than one (1) year, but not more than five (5) years, except to extend by the minimum amount of time required to align with the end of the fiscal year;
- 2. A definitions section has been added to align with new BOR policy template requirements;
- 3. Language has been added to clarify the funding information that is required by the Board when a new contract is being requested:
 - a. A summary by account of uncommitted, unrestricted non-appropriated funds that would be available for a termination for convenience payout;
 - b. A ratio between the uncommitted, unrestricted non-appropriated funds and the liability of a termination for convenience by the university on the largest contract.

The board staff recommends approval of the recommended policy changes to align BOR policy with the labor market requirements in Division I athletics.

ATTACHMENTS

Attachment I – BOR Policy 4:49 proposed changes

Policy Manual

SUBJECT: Multi-Year Employment Contracts

NUMBER: 4:49

A. **PreamblePURPOSE**

<u>To</u> <u>This policy allows, but does not require, allow</u> multi-year employment contracts for the positions identified in this policy. Employment contracts for the positions identified in this policy may be offered for a term of one or more years up to the maximum term allowed by this policy. Employment contracts for a term of one year are governed by Board Policy 4.1.1 (for institutional presidents) or Board Policy 4.1 (for all other employees).

In the event of a termination for convenience by the University, any early termination payout shall be paid from the University's non-restricted unrestriced, non-unappropriated funds.

B. <u>DEFINITIONS</u>

- **1. University**: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, and the University of South Dakota.
- 2. President: The chief executive officer of a SD Board of Regents university.
- **3.** Unrestricted non-appropriated funds: Funds received from tuition and fees, indirect cost recovery, campus auxiliary operations and enterprises, and other miscellaneous sources.
- **4. Guaranteed Supplemental Compensation:** Compensation that is contractually guaranteed, but not included in the contractual base salary.

1.<u>C. POLICY</u>

1. Multi-Year Employment Contracts for NCAA Division I Head Coaches and Athletic Directors

The President of an institution may offer to enter into, or renew, subject to approval by the Board of Regents, a contract for the services of non-faculty exempt NCAA Division I Head Coaches and one NCAA Division I Athletic Director for a term of more than one year, but not more than three-five years, except that such contracts may extend beyond three-five years by the minimum amount of time required to align it with the fiscal year calendar.

2. Multi-Year Employment Contracts for University Presidents

The South Dakota Board of Regents may enter into, or renew, a contract, for the services of University Presidents for a term of more than one year, but less than four years.

2.3.Multi-Year Employment Contract Requirements

All employment contracts shall define the entire employment relationship between the Board of Regents and the employee, and may incorporate by reference applicable Board of Regents and institutional policies and rules, and applicable law.

- 3.1. All multi-year employment contracts for the services shall follow the Board approved model contract that corresponds to the position type. Should there be any proposed deviations from the Board-approved model contract, such proposed deviations shall be clearly and specifically identified.
- <u>3.2.</u> Multi-year employment contracts submitted for Board approval shall include the following supporting documentation:
 - 3.2.1. Base salary and guaranteed supplemental compensation;
 - <u>3.2.2.</u> All supplemental compensation incentives and their monetary value;
 - 3.2.3. Base salaries, guaranteed supplemental compensation and incentive payments of similar positions from peer institutions (for institutional presidents) or conference institutions (for NCAA Division I Head Coaches and NCAA Division I Athletic Directors).
 - <u>3.2.4.</u> A summary of all current University multi-year contracts, including remainder of terms and compensation obligations in the event of a termination for convenience by the University.
 - 3.2.5. A summary by account of all uncommitted, unrestricted non-appropriated funds that would be available for a termination for convenience payout.
 - 1) The ratio between the uncommitted, unrestricted non-appropriated funds and the liability of a termination for convenience by the University on the largest potential multi-year contract payout.
 - 2) A summary of University non-restricted unappropriated funds.

FORMS / APPENDICES:

None

SOURCE:

BOR March 2016; BOR October 2018.

Multi-Year Employment Contracts

Budget and Finance

REVISED AGENDA ITEM: 8 – B DATE: August 7-9, 2018

SUBJECT

FY20 Budget Request

CONTROLLING STATUTE, RULE, OR POLICY

SDCL 4-7-7 Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION

The universities and special schools presented their campus budget priorities at the June Board meeting in Brookings. The presidents collectively identified the Dakota's Promise and Salary Competitiveness as their top system priorities.

The Board deliberated the FY20 base budget request during their planning retreat on August 8th. The narratives and budget detail for all of the priorities can be found in Board item 2-E. The Board agreed to move forward with the following budget priorities:

- The Dakota's Promise needs-based scholarship program for the public universities funded with 50% general funds and matched with campus foundations funds;
- A Salary Competitiveness request equaling 1.5% for all faculty that would supplement the state salary package;
- A general fund M&R request that would keep M&R funding at the same level as FY19 which was 1.76% of the replacement values;
- Operating budget inflation increase equal to 2.2% of the general funded operating expense budget, excluding utility funding.

The Board's FY20 budget priorities are summarized in the attachment. The request represents a 4.2% increase in our general fund base, not including the state salary package which we are directed not to include in the request. Any needs for federal and other expenditure authority, full-time equivalent (FTE), additional South Dakota Opportunity

(Continued)

DRAFT MOTION 20180809_8-B:

I move to approve the FY20 Budget Request to include the priorities identified in the attachment, to direct the staff to prepare and submit the FY20 Budget Request detail and justification to the Bureau of Finance and Management, and to refine any budget request figures and narratives as necessary. Any needs for federal and other expenditure authority, full-time equivalent (FTE), South Dakota Opportunity Scholarship, post-secondary scholarship, lease payments and utility adjustment requests should be included.

FY20 Budget Request August 7-9, 2018 Page 2 of 2

Scholarship funding, post-secondary scholarship funding, lease payment adjustments and utility funding adjustments will also be included in the budget request.

IMPACT AND RECOMMENDATIONS

The Board of Regents budget must be provided to the Bureau of Finance and Management by August 31st along with all detailed justifications and narrative support.

ATTACHMENTS

Attachment I – FY20 Budget Summary

	South Dakota Board of Regents FY20 Board of Regents General Fund Budget Request							
	Priorities	Base Funding	One-Time	FTE				
	FY20 Base							
1	The Dakota Promise (year 1)	\$1,056,971						
2	Salary Competitveness	\$3,177,302						
3	General Fund M&R Recovery	\$3,961,911						
4	Inflation Increase	\$637,420						
	South Dakota Opportunity Scholarship	\$100,000						
	Post-Secondary Scholarship	TBD						
	Utilities	TBD						
	Lease Adjustment	TBD						
	Total FY20 Budget Request	\$8,933,604	\$0	0.0				
	Summary		General					
	FY19 Base Funding	\$213,390,517		5,155.2				
	Base Funding Change without Salary Policy	\$8,933,604		0.0				
	FY20 Base Funding	\$222,324,121		5,155.2				
	Percent Base Change	4.2%		0.0%				
	FY20 One-Time Funding and Specials	\$0	\$0	0.0				

Budget and Finance

AGENDA ITEM: 8 – C DATE: August 7-9, 2018

SUBJECT

SDSBVI New School Facility Design Plan

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL 5-14-1</u> Classification of Capital Improvements
 <u>SDCL 5-14-2</u> Supervision by Bureau of Administration of Capital Improvement Projects

 Payment of Appropriated Funds
 <u>SDCL 5-14-3</u> Preparation of Plans and Specifications for Capital Improvements – State
 Building Committees – Approval by Board or Commission in Charge of Institution
 <u>BOR Policy 6:4</u> Capital Improvements
 <u>BOR Policy 6:6</u> Maintenance and Repair
 <u>HB1071</u> Relocation of the School for the Blind and Visually Impaired

BACKGROUND / DISCUSSION

South Dakota School for the Blind and Visually Impaired requests approval of the Facility Design Plan for the new Blind and Visually Impaired School Building to be constructed on the previous location of Jerde Hall on the campus of Northern State University. The two-story building includes 44,956 gross-square feet and will be located on the corner of 12th Ave SE and State Street which will now be known as the School for the Blind and Visually Impaired campus. The Preliminary Facility Statement and the Facility Program Plan were approved by the Board of Regents at their <u>October 2017</u> meeting. At that time, estimated project cost was \$13,558,993 to be funded with private resources. Legislative approval was received through <u>HB1071</u> during the 2018 Legislative Session which allowed additional funds from any source to be acceptable for the project. The bill was signed by Governor Daugaard on February 22, 2018. Construction will begin in the fall of 2018. The building will be completed and open for classes in the fall of 2019.

The Guaranteed Maximum Price is \$11,962,182 and the total project cost is estimated at \$14,347,916. The funding for the project will be provided through private dollars and a \$2.5M grant from the Governor's Office of Economic Development. The Building

(Continued)

DRAFT MOTION 20180807_8-C:

I move to approve SDSBVI's Facility Design Plan with a guaranteed maximum price of \$11,962,182 and a total budget of approximately \$14.3M for design and construction of the new School for the Blind and Visually Impaired.

Committee, with Regent Thares representing the Board, met on July 20, 2018 and approved the design and guaranteed maximum price.

Project costs include construction, site work, fees, furnishings and equipment as follows:

Project Costs	
Construction Costs	\$ 11,962,182
Guaranteed Maxiumum Price	\$ 11,962,182
Soft Costs	
Architect/Engineer Fees	\$ 1,003,590
Office of the State Engineer Fee	\$ 68,000
Furniture, Fixtures & equipment	\$ 400,344
Survey	\$ 6,000
Geotechnical Report and Environmental Impact Assessment	\$ 9,500
Commissioning	\$ 104,000
AV/Telecom/IT/Security	\$ 75,000
Special Inspections & Testing Agency	\$ 100,000
LEED Registration Expenses	\$ 4,300
Asbestos/Hazardous Material Abatement	\$ 80,000
Signage	\$ 25,000
Pre-Bid Expenses/Bid Advertisements	\$ 10,000
CM Pre-Construction Services Fee	\$ 50,000
Owner Contingency	\$ 450,000
Total Soft Costs	\$ 2,385,734
Total Estimated Project Cost	\$ 14,347,916

Additional details of this Facility Design Plan can be reviewed in Attachment I.

IMPACT AND RECOMMENDATIONS

Approval will allow the project to be bid and proceed to contractors. Board staff recommend approval of the design plan and guaranteed maximum price.

ATTACHMENTS

Attachment I – SDSBVI New School FDP

South Dakota School for the Blind and Visually Impaired

New School Building

Facility Design Plan

South Dakota School for the Blind and Visually Impaired requests approval of the Facility Design Plan and Guaranteed Maximum Price for the new School for the Blind and Visually Impaired School Building to be constructed on the previous location of Jerde Hall on the campus of Northern State University, which will now be known as the School for the Blind and Visually Impaired campus. The Preliminary Facility Statement was approved by the Board of Regents at their October 2017 meeting. Legislative approval was received through HB1071 during the 2018 Legislative Session. The bill was signed by Governor Daugaard on February 22, 2018. The Building Committee approved the final design and the guaranteed maximum price of \$11,962,182 on July 20, 2018.

A. Architectural, Mechanical and Electrical Schematic Design

The two story building includes 44,956 gross-square feet and will be located on the corner of 12th Ave SE and State Street. This location will welcome families and students to the School for the Blind and Visually Impaired starting with a beautiful sensory garden in the northwest corner of the new school. The space will provide plenty of office space for administration, outreach services, instruction, and residential living. The gymnasium will promote physical activity and wellness through a range of fitness activities and sports such as goalball, biking, and archery. OT/PT are co-located in the gymnasium for ease of collaboration.

Interior materials will incorporate changes in floor material, color, ceiling height, sound reflectance, and lighting source to help students navigate using sensory cues and canes. The new 2-story building will also provide valuable learning opportunities for navigating stairs, elevators, and the more complex spatial environment.

The building's two-story entrance/lobby features full-height glass and "SDSBVI" signage in lettering and braille to the west of the doors. The exterior utilizes a blue and yellow fiber cement open-joint rainscreen panel system displaying school spirit. The gym is a white fiber cement open-joint rainscreen panel system with a large graphic silhouette of children playing.

On the south entry to the school, a children's playground will be located along with a looping bike path. There will be low fencing enclosing this area for safety but will also display the school's name and logo. Trees, shrubs, and other decorative landscaping will frame out the space to make it inviting and relaxing.

The building has been designed to meet the requirements of LEED version 4.0 Silver Rating. Fundamental and Enhanced Commissioning will be an integral part of the design and construction process. The scope of LEED commissioning will include all heating, ventilating, and air-conditioning systems, lighting and daylight controls, domestic water systems, and building envelope.

Electrical Schematic

Power Distribution

Electrical service will consist of incoming conductors to the buildings from a utilityowned outdoor transformer located at a coordinated location. Service conductors will be run underground to the new facility. Preliminary size is to be determined with the utility company based on load study of the building. Transformer secondary voltage into the facility will be 480Y/277 volts. Aluminum conductors will be allowed for the service.

The power distribution system will provide electrical energy at 480/277 volts, 3 phase, 4 wire, (plus ground) 60 HZ for general lighting, elevators and (generally) motors larger than 3/4 HP. Dry type transformers will be used to provide 208/120 volt, 3 phase, 4 wire, (plus ground) service for convenience receptacles, motors smaller than 3/4 HP, selected communication equipment and other miscellaneous equipment. Power will be distributed from the main electrical equipment room and through branch circuit panelboards as required. Each circuit will be provided with a separate neutral and equipment grounding conductor.

Aluminum conductors will be allowed for feeders between main service panel and distribution panelboards.

Lighting Systems

High efficiency light sources (LED) will be utilized wherever possible and will operate at 277 volts. Lighting system to be designed within the IES recommended limits. Multiple switching will be utilized in large areas (500 sq. ft. and larger). Multiple switching and dimming will be utilized in conference rooms. Automatic on/off sensors will be utilized in offices, toilet rooms, and storage rooms, and where required by LEED. Wall dimmers or preset dimming systems will be utilized in miscellaneous rooms where applicable. Building automation system, photoelectric cells and/or time clocks will be utilized for control of exterior lighting. LEED v4 requires for all shared multi-occupant spaces to have multi-zone control with at least three lighting levels [on, off, midlevel (midlevel is 30% to 70% of maximum)].

Circadian lighting will be designed as an alternated bid in the Classrooms, Halls, Public Spaces, and Student Spaces. Circadian rhythms are a basic reflection of the human biological clock, repeating on an approximately 24 hour cycle. Lighting is one of the most powerful environmental agents that provide a stimulus to reset the biological clock in humans and animals. This design will have positive effect of light on the wake/sleep cycle and a positive influence on circadian rhythms.

Emergency Egress Lighting

Emergency egress lighting will be provided in Lobbies, Corridors/Public areas, Toilets, Electrical/Mechanical Rooms, and emergency egress paths. Battery operated emergency lighting will be provided in emergency egress areas (interior and exterior). Battery operated emergency egress lighting will be accomplished through multiple inverters located in the Electrical Rooms. The inverters will have self-disgnostics to test and perform battery maintenance.

Exterior Lighting System

Exterior doors will be provided with LED egress/security lighting. Exterior lighting including soffit lighting, parking lot lighting, sidewalk lighting, etc. will be as coordinated with the Design Team. LED lighting will be used for exterior lighting. Lighting control will include a time clock, photoelectric cell, or building automation type functions if applicable. Driveways and drop-off areas will be illuminated with pole mounted area lights.

Lighting Control Systems

Lighting controls will be provided to conform to LEED standards. All lighting, indoors and outdoors, will be automatically controlled by a computerized, programmable lighting control system. Lighting control system will be capable of interfacing with the Energy Management Controls System. Exterior lighting controls will reside inside the building. Automatic control shall be achieved via time-of-day (via astronomical time clock), occupancy control (i.e. occupancy sensors), and photoelectric control (i.e. daylight harvesting.) A whole building control system is anticipated.

Telephone/Data Systems

A Telecommunications Room will be provided for all communication and signal systems. Painted plywood panels will be provided for terminal equipment and mounting system boxes and panels. A ground wire will be brought to a ground bar in all telecommunication rooms/closets from the building service ground.

A conduit system is to be installed as required with distribution conduits, sleeves, and outlet boxes. Pull strings to be provided in all telephone/data conduits for long run conduits. Two 4 inch PVC, empty conduits, will be stubbed out of the building from the main telephone equipment room to location determined.

Backbone cabling will consist of 12 strands of single mode fiber to the Spafford Hall. Prefer Corning fiber as the basis of design. Anew fiber enclosure will need to be installed on an existing rack. ST connectors shall be used. Routing of the fiber will be underground and enter/exit the tunnel south of Johnson Fine Arts Buyilding. Armored cable in the tunnel is acceptable. A new rack will be installed in the new School building with all data cables terminated in patch panels. Horizontal cabling will consist of Cat 6 (plenum) cables. Two cables will be brought to the standard workstation. Wireless access points shall be distributed throughout the facility utilizing Cat 6A cabling.

The telephone system can be mounted on plywood backboards. The phone system will be NSU's system which is VoIP.

Access Control (Card Reader) System

It is a Blackboard system. One exterior card reader at all exterior entrances, and as coordinated with Engineer. Cables shall be installed from Blackboard controller to each door (card reader, door contact, request to exit, and strike).

Video monitoring (in classrooms) is to be designed by Owner with contract documents calling out cabling, boxes, and conduit as direct by Owner.

Fire Alarm System

An addressable, multi-plexed, microprocessor based, electrically supervised fire management type system will be provided complete with central processing unit, power supplies, data gathering panels (transponders), remote annunciators, campus tie, voice evacuation and visual signal devices, manual stations, automatic devices including ionization smoke detectors, combination fixed temperature/rate of rise detectors, OS&Y switches, etc. as required. All devices shall be connected together to provide a complete system designed to NFPA standards. The system will be designed in accordance with ADA standards. The main control panel will be located in the electrical room. System will be provided in accordance with local and state requirements. A smoke detector will be provided above the fire alarm panel in the electrical room as required. A smoke and heat detectors will be provided at elevator equipment rooms and smoke detectors will be installed in elevator lobbies as required. A smoke and/or heat detectors will be provided in electrical rooms and closets that are not sprinkled, if allowed by local and state fire codes. Smoke duct detectors will be provided in air moving systems where required by code. The system will be addressable by device to allow easy identification of the activated area and type of device. Smoke detectors will be provided in conjunction with magnetic door holders, when applicable. Smoke detectors will be shown in the R Occupancy per IFC requirements.

The control panel shall have a module to interface into the existing Johnson Control building automation system located in the NSU Johnson Fine Arts Building. A2" conduit and cabling will be installed from the control panel to the Johnson Fine Arts Building. The conduit will intercept the tunnel south of the Johnson Fine Arts Building.

Site Utility Connections

Water Service

Water for domestic and fire protection will come from either the existing water main from the south (14th Ave.) or from the west (State St.)

Sanitary Sewer Service

Sanitary sewer from the building will drain to the City's sanitary sewer.

Storm Drain Service

Storm sewer is a bit of a challenge, as there is limited availability to storm sewer piping. The closest storm sewer is located about a block to the north near the intersection of 12th Ave. and State Street. There will likely be the need for limited temporary storm water retention.

Natural Gas Service

Natural gas service will be extended to the building from gas utility piping. Piping to the building will be provided as work of Division 33.

Plumbing

Domestic Water Piping

Type L hard drawn copper tubing with solder-joint fittings or Pex tubing for small sizes; mechanical grooved joints and fittings for large sizes and risers.

Recirculating hot water pumps to maintain domestic hot water temperature at fixtures and equipment.

Piping routed concealed above ceilings, within piping chases and walls to fixtures and equipment. Piping not routed underground or in unheated spaces.

Water Piping Insulation

Water piping insulated with pre-molded fiberglass with all-service jackets.

Insulation thicknesses as required by the Energy Code to reduce thermal losses and to minimize condensation.

PVC jackets will be used where piping run is exposed.

Domestic Water Heaters

High-efficiency, natural gas-fired condensing storage water heater(s) located in mechanical rooms. Multiple water heater units. Water heated and stored at 140 deg F.

Water heaters provided with firm gas only (no standby fuel).

Water heaters provided with combustion air intake and discharge exhaust venting through the roof.

Master mixing valve will be provided to deliver 115 deg F. water to fixtures.

Water Softeners

Duplex or triplex water softeners for domestic hot and cold water systems. Unit(s) will be located in mechanical room at water service entrance.

Non-Potable Water Systems

Non-potable water systems with backflow preventers for the following systems:

Makeup water for mechanical heating water systems Exterior wall hydrants Lawn irrigation systems

Sanitary Waste and Vent Piping

Cast-iron piping with no-hub fittings above and below grade. Below grade piping can be PVC.

Piping routed underground, and concealed within piping chases, above ceilings and within walls from fixtures and equipment. Piping routed by gravity to service lines.

Commercial Quality Fixtures Include

Water closets: Floor-mounted water closets (American Standard, Kohler) with electronic sensor flush valves (Sloan, Zurn). Floor-mounted tank water closets in single apartment restrooms.

Urinals: Wall-hung urinals (American Standard, Kohler) with electronic sensor flush valves (Chicago Faucets, Sloan, Zurn).

Lavatories: Counter-mounted drop-in blow china lavatories (American Standard, Kohler) and electronic sensor faucets (Chicago Faucets, Sloan, Zurn). Manual faucets in single apartment restrooms.

Sinks: Stainless steel drop-in type (Elkay) with single lever faucet (Chicago Faucets).

Janitor sinks: Molded plastic mop sinks (Fiat) with lever faucet (Chicago Faucets.)

Electric water coolers: Wall-hung double level stainless steel water coolers with bottle filler spout (Elkay).

Showers: General construction for shared dormitory showers. Fiberglass shower in single apartment restrooms (Best Bath). Thermostatic mixing valves, shower heads (Symmons, Powers, Speakman). Multiple shower heads for ADA accessible showers.

Bathtubs: Fiberglass tub (American Standard, Kohler) with shower tub trim kit (Symmons, Kohler, Sloan)

Floor Drains and Cleanouts Cast-iron floor drains and cleanouts as needed.

Storm Drain Piping

Cast-iron piping with no-hub fittings above and below grade. Below grade piping can be PVC.

Piping routed underground, and concealed within piping chases, above ceilings and within walls from fixtures and equipment. Piping routed by gravity to service lines.

Storm Drain Piping Insulation

Above grade storm piping will be insulated with pre-molded fiberglass with all-service jackets to minimize condensation.

<u>Roof Drains and Cleanouts</u> Cast-iron roof drains and cleanouts will be installed as needed.

Overflow Roof Drain Piping

Overflow roof drain piping extended to open sight drains to discharge at grade along the building exterior wall.

Storm Drain Piping Insulation

Storm and overflow drain piping insulated with pre-molded fiberglass with all service jackets. Insulate roof drain bodies with flexible elastomeric cellular insulation.

Mechanical HVAC Piping – Heating Water Systems

Hot Water Boilers

High efficiency gas-fired condensing hot water boilers. Two boilers with natural gas burners. Self-contained microprocessor controllers to cascade and to modulate firing rate to generate heating water for air-handling unit preheating coils, perimeter space heating, vestibule and equipment room heating and air terminal unit heating coils for space temperature control.

Heating water supply temperature will be designed for 180 deg F but will be controlled to reset to 120 deg F as outside air temperatures moderate.

Boilers provided with combustion air intake and discharge exhaust venting through the roof.

Heating Water Pumps and Equipment

Duplex base-mounted centrifugal pumps with full standby capability selected for a full range of GPM loads. Variable frequency drives provided for pump motors.

Provide in-line boiler pumps with variable frequency drives to assure water circulation through hot water boilers.

Heating water system equipment will include air separators, diaphragm-type compression tanks, and auxiliaries.

An automatic glycol feeder unit will be provided for makeup water. Heating water will be a 30 percent propylene-glycol solution.

Heating Water Piping

Schedule 40 black steel piping with threaded, flanged, or mechanical grooved-end fittings. Type L copper tubing with lead-free solder joints could be used for smaller pipe sizes. Heating water piping extended to air-handling coils and to hydronic terminal units throughout the building.

Hydronic terminal units will include air terminal unit heating coils, unit heaters, radiant ceiling panels, and finned tube radiation. Perimeter heating will be primarily with continuous radiant panels, but also with finned tube radiation under full height curtain wall glass. Provide cabinet unit heaters at entrance vestibules.

Piping routed concealed above ceilings, within piping chases and walls to fixtures and equipment. Piping will not be routed underground or in unheated spaces.

Provide water flow meters on heating water mains to measure total flow.

Heating Water Piping Insulation

Heating water piping insulated with pre-molded fiberglass with all-service jackets. Insulation thicknesses as required by the Energy Code to reduce thermal losses and to minimize condensation.

Mechanical HVAC Piping

Air-Cooled Water Chiller(s)

Air conditioning provided with a centralized chilled water system from a packaged, rotary screw compressor, air-cooled chiller(s) located on grade. Provide variable speed compressor and sound package. Preliminary estimated cooling load is 160 tons.

Chilled Water Pumps and Equipment

Duplex base-mounted centrifugal pumps selected for a full range of GPM loads. Variable frequency drives provided for pump motors.

Chilled water system equipment will include air separators, diaphragm-type compression tanks, and auxiliaries.

An automatic glycol feeder unit will be provided for makeup water. Chilled water will be a 25 percent propylene-glycol solution.

Chilled Water Piping

Schedule 40 black steel piping with threaded, flanged, or mechanical grooved-end fittings. Chilled water piping extended to air-handling unit chilled water coils.

Piping routed concealed above ceilings, within piping chases and walls to fixtures and equipment. Piping not routed underground or in unheated spaces.

Chilled Water Piping Insulation

Chilled water piping insulated with pre-molded fiberglass with all-service jackets. Insulation thicknesses as required by the Energy Code to reduce thermal losses and to minimize condensation.

Mechanical HVAC – Ventilation and Air Conditioning Systems

HVAC Systems

The building heating, ventilation and air conditioning will be achieved with packaged outdoor air-handling systems and separate energy recovery units supplemented with perimeter heating equipment for the Class room areas. Dorm area will be served by 4 pipe fan coil system with a Dedicated Outdoor Air System to provide required ventilation. Gymnasium and Fitness will be packaged rooftop units with energy recover. **Fire Protection Systems**

Fire Protection Piping

Threadable light wall steel piping with threaded or mechanical grooved-end fittings will be utilized. Piping extended above grade will be within ceiling and wall cavities to fire sprinklers located throughout the building.

Fire Sprinklers

Conventional coverage, quick-response wet-pipe fire sprinkler types consistent with fire protection required and with the architectural design. Sprinklers will be flush pendants with white-painted covers, semi-recessed pendants with white-painted or chrome-plated escutcheons, or brass upright or pendent sprinklers where exposed and in service areas.

Dry-type pendent and sidewall sprinklers will be used in any areas subject to freezing.

B. Changes from Facility Program Plan

There have been no major changes to the design included in the Facility Program Plan approved in October, 2017.

Total estimated project cost

The Guaranteed Maximum Price is \$11,962,182 and the total project cost is estimated at \$14,347,916. The funding for the project will be provided through private dollars.

Project costs include construction, site work, fees, furnishings and equipment as follows:

Project Costs	
Construction Costs	\$ 11,962,182
Guaranteed Maxiumum Price	\$ 11,962,182
Soft Costs	
Architect/Engineer Fees	\$ 1,003,590
Office of the State Engineer Fee	\$ 68,000
Furniture, Fixtures & equipment	\$ 400,344
Survey	\$ 6,000
Geotechnical Report and Environmental Impact Assessment	\$ 9,500
Commissioning	\$ 104,000
AV/Telecom/IT/Security	\$ 75,000
Special Inspections & Testing Agency	\$ 100,000
LEED Registration Expenses	\$ 4,300
Asbestos/Hazardous Material Abatement	\$ 80,000
Signage	\$ 25,000
Pre-Bid Expenses/Bid Advertisements	\$ 10,000
CM Pre-Construction Services Fee	\$ 50,000
Owner Contingency	\$ 450,000
Total Soft Costs	\$ 2,385,734
Total Estimated Project Cost	\$ 14,347,916

C. Changes from the cost estimates for operational or M&R expenses

There have been no changes to estimate operating or M&R costs from those provided in the facility program plan.

D. Timeline

Construction will begin in the fall of 2018. The building will be completed and open for classes in the fall of 2019.



View from the south, approaching campus on State Street

Closer view of entrance





First floor Offices/Class Rooms

First floor Residential





Second floor Class Rooms/Library



Budget and Finance

AGENDA ITEM: 8 – D DATE: August 7-9, 2018

SUBJECT

SDSU Campanile Avenue Utility Upgrades Preliminary Facility Statement

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL 5-14-1</u> Classification of Capital Improvements
 <u>SDCL 5-14-2</u> Supervision by Bureau of Administration of Capital Improvement Projects

 Payment of Appropriated Funds
 <u>SDCL 5-14-3</u> Preparation of Plans and Specifications for Capital Improvements – State
 Building Committees – Approval by Board or Commission in Charge of Institution
 <u>BOR Policy 6:4</u> Capital Improvements
 <u>BOR Policy 6:6</u> Maintenance and Repair

BACKGROUND / DISCUSSION

SDSU is submitting its Preliminary Facility Statement for the design and construction of utility, parking, and site improvements within the right-of-way of Campanile Avenue. The intent of this project is to combine a group of infrastructure maintenance and repair projects that have overlapping project boundaries and scope. These projects include:

- Water main replacement in Campanile Avenue from Harding Hall to Sexauer Field;
- Sanitary sewer main replacement from the Communications Building to Yaeger Hall;
- Storm sewer upgrades near the Central Heating Plant;
- Parking lot reconfiguration east and southeast of Morrill Hall;
- Landscaping, pedestrian and site improvements between Morrill Hall and Wagner Hall;
- Realignment, maintenance, and repair of Campanile Avenue; and
- Parking and pedestrian improvements north of Wagner Hall.

Proposed Funding Sources:

FY18 HEFF M&R	530,000
FY19 General Funds M&R	200,373
FY19 HEFF M&R	1,450,000
FY20 HEFF M&R	1,142,500
FY19 SDSU Parking & Traffic Revenues	500,000
FY20 SDSU Parking & Traffic Revenues	500,000
	\$4,322,873

(Continued)

DRAFT MOTION 20180807_8-D:

I move to approve SDSU's Preliminary Facility Statement for design and construction of utility, parking, and site improvements within and parallel to the right-of-way of Campanile Avenue and to exempt the project from the remainder of the Capital Improvement Process.

SDSU Campanile Avenue Utility Upgrades PFS August 7-9, 2018 Page 2 of 2

Once the design and bid process has begun, SDSU will evaluate the proportionate share and use of parking fees for the project.

IMPACT AND RECOMMENDATIONS

SDSU requests approval of this Preliminary Facility Statement for design and construction of utility, parking, and site improvements within and parallel to the right-of-way of Campanile Avenue. SDSU requests a building committee be formed to select an engineer to design the project. SDSU requests exemption from the remainder of the Capital Improvement Project process due to the nature of the project as an infrastructure maintenance and repair project.

ATTACHMENTS

Attachment I – SDSU Campanile Ave Utility Replacement PFS

PRELIMINARY FACILITY STATEMENT FOR CAMPANILE AVENUE UTILITY UPGRADES, PARKING MODIFICATIONS, AND SITE IMPROVEMENTS SOUTH DAKOTA STATE UNIVERSITY PREPARED: JULY 19, 2018

South Dakota State University (SDSU) requests approval of this Preliminary Facility Statement for design and construction of utility, parking, and site improvements within and parallel to the right-of-way of Campanile Avenue. SDSU requests a building committee be formed to select an engineer to design the project. SDSU requests exemption from the remainder of the Capital Improvement Project process due to the nature of the project as an infrastructure maintenance and repair project.

1. GENERAL PROGRAMMATIC NEEDS TO BE ADDRESSED:

The intent of this project is to combine a group of infrastructure maintenance and repair projects that have overlapping project boundaries and scope. These projects include:

- a. Water main replacement in Campanile Avenue from Harding Hall to Sexauer Field
- b. Sanitary sewer main replacement in Campanile Avenue from the Communications Building to Yaeger Hall
- c. Storm sewer upgrades near the Central Heating Plant in Campanile Avenue
- d. Parking lot reconfiguration east and southeast of Morrill Hall
- e. Realignment, maintenance, and repair of Campanile Avenue
- f. Pedestrian and site improvements parallel to Campanile Avenue and between Morrill Hall and Wagner Hall
- g. Landscaping improvements between Morrill Hall and Wagner Hall
- h. Parking and pedestrian improvements north of Wagner Hall

This capital improvement combines a group of maintenance and repair projects that have been authorized through approval of the FY 19 HEFF M&R project list with maintenance and repairs the university expects to complete in FY20, plus an additional project to complete water main repairs in that will become part of the 2012 BOR Capital Project to improve Campus Water, Sanitary Sewer, and Storm Sewer Utilities.

The water main in Campanile Avenue is a 60 year old cast iron pipe that is the primary service to all buildings in the center of the campus. Each time construction has occurred in the vicinity of this line (e.g. construction of the Architecture, Mathematics, and Engineering Building, construction of the chilled water infrastructure that serves Jackrabbit Green & Jackrabbit Village, construction of Harding Hall, and construction near DePuy Military Hall,

a section of the main has broken and resulted in emergency repairs. The broken piping removed from the ground was highly corroded in all instances.

A number of the maintenance and repairs identified in the FY19 project list will occur along the length of this main and are likely to result in additional emergency outages. Due to the age of this line and condition of the piping SDSU will would replace this water main. SDSU seeks to elevate the priority of this M&R project and replace it with funds identified as HEFF matching funds for the 2012 BOR Capital Improvement Project for Water, Sewer, and Storm Sewer Utility Infrastructure work.

The utilities (water main, sanitary sewer, and storm sewer) that need to be repaired are directly under Campanile Avenue, and replacement of these utilities will require demolition and rebuilding of the street. SDSU plans to modify the design of the street and parking lots adjacent to the street to reduce the number of locations where sidewalks are immediately adjacent to driveways, improving safety for pedestrians. It is likely that Campanile Avenue will be reduced in width to favor pedestrian traffic over vehicular traffic in the center of campus. Some sidewalks and parking lots have slopes near 5%, the building code maximum for ease of use by disabled persons. This project will be an opportunity to modify the grade and slope these walks to improve pedestrian access.

There are three major east-west pedestrian pathways that intersect Campanile Avenue. The area east of Morrill Hall and the Avera Health and Science Center is very utilitarian in appearance. This project offers an opportunity to improve the aesthetics and landscaping east of Morrill Hall. The pedestrian plaza between Morrill Hall and the Avera Health and Science Center will be extended east to near Wagner Hall.

2. ANALYSIS OF THE STUDENT BODY OR CONSTITUENTS TO BE SERVED:

This project will combine a series of planned maintenance and repair projects that are under or adjacent to Campanile Avenue. It also elevates the priority of a future repair project to a water main. The objectives of this project will be to improve pedestrian safety and flow through the central part of campus, upgrade the water utility service to the central part of the campus, replace portions of the sanitary sewer and storm sewer piping, improve the aesthetic landscaping features that links the historic campus green to the University Student Union, improve paths of travel for disabled pedestrians, and improve pedestrian/vehicular intersection points along Campanile Avenue.

3. Additional Services to be Offered:

No additional services or utilities will be provided. This project is maintenance and repair in nature. It does aim to improve or upgrade existing utility services in this area of campus.

4. COMPLIANCE WITH CAMPUS MASTER PLAN:

This project complies with individual campus utility needs identified within campus utility studies.

5. ANALYSIS OF NEEDS ASSESSMENT BASED ON THE FACILITIES UTILIZATION REPORT:

Not Applicable.

6. LOCATION:

The location of this project will be adjacent to or within the right of way of Campanile Avenue. The site area is indicated on the attached campus map. This project area overlaps the Chilled Water Infrastructure improvements planned between the Central Heating Plant and Wagner Hall. Work timing and scope will be coordinated between these projects.

7. REALLOCATION OF OLD SPACE, IF ANY:

Not applicable.

8. PROPOSED FUNDING SOURCE/SOURCES:

SDSU intends to acquire a civil engineering firm (with landscape architect sub-consultant) to provide a preliminary design and estimate of the project and its components. The funding sources and amounts will be fully developed when the scope is established and the project is estimated. The following are available sources of funding for this project. All sources are applicable to the scope identified.

FY19 HEFF General Funds – Planning Funds for FY20 Projects (3G1901)\$ 200,373
FY19 HEFF – Campus Utility – Water & Sewer Upgrades (3H1908)	\$1,000,000
FY20 HEFF – Campus Utility – Water & Sewer Upgrades	\$1,142,500
FY19 – SDSU Parking & Traffic Revenues	\$ 500,000
FY20 – SDSU Parking & Traffic Revenues	\$ 500,000
FY19 HEFF – Campanile Ave Landscaping & Paving Imp. (3G1905)	\$ 450,000
FY18 HEFF – Landscaping & Hardscaping Improvements between	
AD, AV, RO, and WG (3G1805)	\$ 530,000
Total potential allocated funding -	\$4,322,873

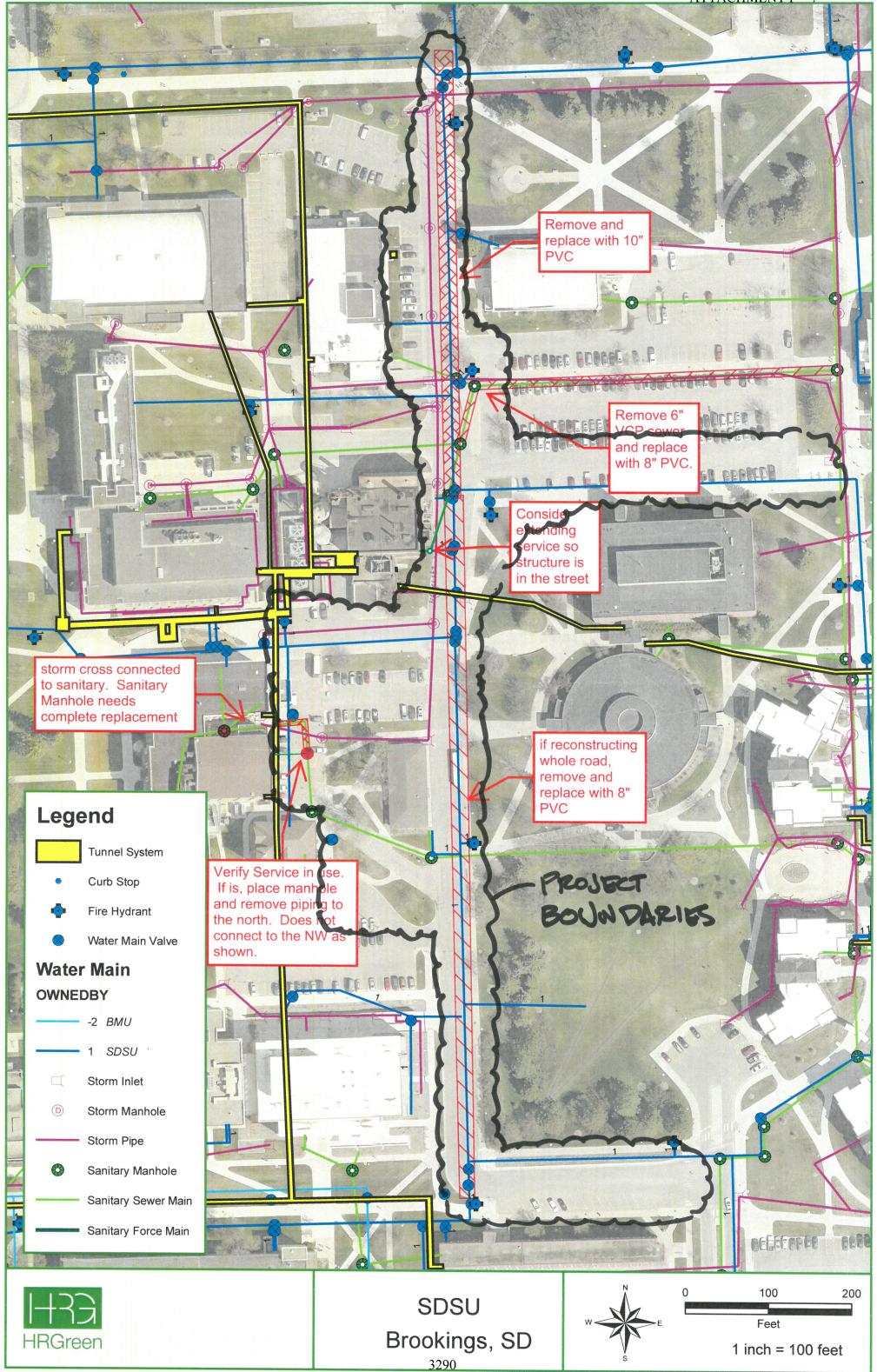
The FY19 and FY20 HEFF – Campus Utility – Water and Sewer Upgrades funding identified above will complete the SDSU campus matching funds identified as part of the capital improvement project. \$5,000,000 in matching bonded funds is scheduled to become available in 2026 and will be one of the last projects of the BOR 2012 Capital Improvement Plan.

9. BUDGET FOR DEVELOPMENT OF A FACILITY PROGRAM PLAN:

The funding within 3G1805 and 3G1905 identified above are from work requests that have already been approved. This funding will be adequate to complete all design services for the project.

Page 4 of 4

ATTACHMENT I 7



HRG PLOT: 1:31:22 PM 5/21/2018 BY: ireimni FILE: \\hrosfdc\data\ Geospatial\SouthDakotaStateUniversitv\SDSUMaster.mxd

Budget and Finance

REVISED AGENDA ITEM: 8 – E DATE: August 7-9, 2018

SUBJECT

SDSU Southeast University Neighborhood Redevelopment Amended Facility Design Plan

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL 5-14-1</u> Classification of Capital Improvements
 <u>SDCL 5-14-2</u> Supervision by Bureau of Administration of Capital Improvement Projects

 Payment of Appropriated Funds
 <u>SDCL 5-14-3</u> Preparation of Plans and Specifications for Capital Improvements – State
 Building Committees – Approval by Board or Commission in Charge of Institution
 <u>BOR Policy 6:4</u> Capital Improvements
 <u>BOR Policy 6:6</u> Maintenance and Repair

BACKGROUND / DISCUSSION

SDSU is submitting its revised Facility Design Plan for the redevelopment of the Southeast University Neighborhood. This amendment is to provide additional specificity regarding the student support/dining services portion of this project, previously identified in the <u>Preliminary Facility Statement</u> and the <u>Facility Program Plan</u>. The scope will be construction of a study lounge and dining services site that would be appended to the approved apartment building to be constructed with this project. SDSU requests approval to expand the scope of the project to include construction of a student support/dining services facility to the apartment building.

The Initial <u>Facility Design Plan</u> for the redevelopment of the Southeast University Neighborhood was approved by the building committee and the May 2018 Board of Regents meeting. The GMP of \$16,905,541 was for the apartment, townhouses and parking lot with a total estimated project cost of \$20,735,379. The Building Committee met on July 20th and approved a revised GMP for \$18,406,333, including the estimated construction cost of the student support/dining site at a cost of \$1,500,792. The total project cost is now \$22,396,171.

DRAFT MOTION 20180807_8-E:

I move to approve SDSU's Amended Facility Design Plan for the Southeast Neighborhood Redevelopment project and to approve the guaranteed maximum price of \$18,406,333, and a total estimated project cost of \$22,396,171.

SDSU Southeast Neighborhood Redevelopment Amended Facility Design Plan August 7-9, 2018 Page 2 of 3

The student support/dining site concept was included with the description of the project in the earlier steps of the capital project process. During preliminary planning, space was reserved on the site for a student support/dining site of approximately 2,500 sf that would be appended to the south end of the apartment building. The size and type of store was not known at the time. This amendment to the Facility Design Plan is to provide the additional information related to the space.

The student support/dining site will be a Starbucks coffee shop located on the south end of the 156 bed apartment building. The single story student support/dining site will be an addition to the three-story apartment building. The site will have a street presence on Jackrabbit Lane. The student support/dining site will include a study and social gathering space that will be available outside business hours of the dining site.

The total cost of the dining site is shown below: <u>Project Cost Estimate</u>:

Construction Cost EstimateFacility shell\$ 600,792Franchise fit out, finishes, & furnishings\$ 900,000Total Construction costs\$1,500,792Site, Utilities, Landscaping (included with apartment building costs)Design/Owner Contingency (7.5% allowance included with construction cost estimate)Construction Contingency (10% allowance included with construction cost estimate)CM@R Fees (included with the construction cost estimate)

Non-construction Costs

Design and Consultant Fees	\$	150,000
OSE & SDSU Project Management	\$	10,000
Total Non-construction Costs	\$	160,000
Appliances & Accessories (included with franchise	fu	rnishings)
Security & Network Equipment (included with apa	rtm	ent building costs)

Total Project Costs

\$1,660,792

Project funding will come from Aramark. This type of investment has been made in the past by our food service vendor to create dining spaces. This type of investment has previously created dining spaces in the University Student Union (e.g. Chick-fil-A, Einstein's Bagels, etc.) on the SDSU campus. This facility will follow this established model with Aramark Higher Education funding construction and fixed furnishing and equipment associated with the dining site as part of their corporate investment in the campus.

Additional details of this amended Facility Design Plan can be reviewed in Attachment I

SDSU Southeast Neighborhood Redevelopment Amended Facility Design Plan August 7-9, 2018 Page 3 of 3

IMPACT AND RECOMMENDATIONS

SDSU requests approval of the amended Facility Design Plan for a total project budget of \$22,396,171 including the construction of the apartments and townhouses with 216 beds and to build the student support/dining space. The total estimated project cost is now \$22,396,171, funded as follows:

Project funding shall include:	
Bonds	\$18,000,000
Residential Life	\$2,400,000
Parking and Traffic Revenues	\$335,379
Aramark	\$1,660,792
Total	\$22,396,171

The staff recommend approval of the additional space which has been part of the proposed project from the outset.

ATTACHMENTS

Attachment I – SDSU Amended FDP Southeast Neighborhood Redevelopment

AMENDMENT TO FACILITY DESIGN PLAN FOR SOUTHEAST UNIVERSITY NEIGHBORHOOD REDEVELOPMENT APARTMENT AND TOWNHOUSE CONSTRUCTION SOUTH DAKOTA STATE UNIVERSITY

July 5, 2018 OSE#R0318-09X

In accordance with Board of Regents (BOR) Policy 6.4 for Capital Improvements, South Dakota State University (SDSU) requests approval of this amendment to the Facility Design Plan.

The amendment is to provide additional specificity regarding the student support/dining services portion of this project, previously identified in the Preliminary Facility Statement and the Facility Design Plan. The scope will be construction of a study lounge and dining services site that would be appended to the apartment building constructed with this project. SDSU requests approval to expand the scope of the project to include construction of a student support/dining services facility to the apartment building.

The Facility Design Plan was approved by the building committee and the Board of Regents at the May 2018 meeting. This included authority to award the Guaranteed Maximum Price for the apartment building and townhouses. The Facility Program Plan was approved at the December 2017 SD Board of Regents meeting.

A. Architectural, Mechanical & Electrical Schematic Design

This submittal is a result of the schematic design completed through a joint effort of Architecture Incorporated, KWK Architects, Aramark, and the dining franchise, with cost estimating reviewed by Journey Construction Inc. Aramark Higher Education, and dining franchise.

The Facility Program Plan and Facility Design Plan indicated that preliminary planning included the future development of a student support/dining site. SDSU has been working with its dining services provider to incorporate a student support/dining site into the project. During preliminary planning, space was reserved on the site for a student support/dining site of approximately 2,500 sf that would be appended to the south end of the apartment building.

The design for the apartment building included a placeholder and concept for this retail store. The attached design has been developed and estimated. The schematic design is described below and illustrated via attachment.

Schematic Building & Site Design Description

The student support/dining site will be a Starbucks coffee shop located on the south end of the 156 bed apartment building. The single story student support/dining site will be an addition to the three-story

apartment building. The student support/dining site has a total area of 2,981 gsf. The site will have a street presence on Jackrabbit Lane. The student support/dining site will include a study and social gathering space (aka living room) that will be available outside business hours of the dining site.

Approximately 20 parking spaces will be reserved for the dining site within the apartment building parking lot. The parking will be located immediately south and west of the store. Off street parking has been designed that is equivalent to municipal zoning requirements for the dining site, apartment building, and the townhouses.

Schematic Architectural Description Dining Site:

A floor plan and aerial perspective are attached to this Facility Design Plan that illustrate the design of the retail store. The exterior shell, frame, foundation, roof, and fenestration will be the same materials as the apartment building. The structural frame will consist of insulated precast concrete load bearing exterior walls. Thin-set brick and sandblasted stained precast will be part of the exterior precast wall system. The interior face of the precast panels will be furred out, insulated, and finished. A small corridor and ramp will connect the apartment building to the dining site. The building will be supported by shallow spread footings and foundation walls of reinforced concrete. Water proofing and foundation drainage will be provided. The first floor slab will be concrete placed on grade over a vapor barrier.

The roof structural system will be bar-joist with metal deck. Water protection will be a single ply membrane over polyisocyanurate rigid insulation. Utility doors will be painted hollow metal doors and frames. Entry glazing systems shall be aluminum storefront with aluminum doors and frames. Windows will be fixed aluminum storefront glazing systems. All glazing will be double glazed with low-emissivity coatings. The proportion of glazed wall systems to precast wall systems will be different between the dining site and the apartment building. The dining site will have a higher percentage of glazed wall system. Franchise specific signage will be installed on the building faces that are visible from Jackrabbit Lane.

Partitions walls that define the restrooms and work room shall be 3-5/8" metal studs with 5/8" gypsum board on each side (sound transmission classification 40). Gypsum board at bathrooms shall be moisture-resistant type. Cement board shall be used at tile locations. Interior doors shall be solid core wood with stained veneer and hollow metal frames.

Interior finishes for the ceilings, walls, and floors will be designed by the franchise. Floor finishes shall be tile or colored concrete. Finishes are chosen to meet the image and design aesthetic of the franchise.

Schematic Mechanical Systems Description:

The plumbing systems for the apartment building and the student support/dining site will be the same. The plumbing systems for heating the site and for domestic use will be extended from the mechanical room in the apartment building to the retail store. Water will be metered separately.

Plumbing fixtures will be high-efficiency, low-water-consumption fixtures. Piping to all plumbing fixtures shall be polyethylene piping with a 25-year warranty. Hot water heating piping shall be copper to withstand higher water temperatures. All piping shall be insulated.

All sanitary waste piping shall be extended from the apartment building to serve the store and restrooms. No natural gas piping shall be required. All storm drainage shall be PVC piping encased in insulation. The facility will be fire protected by a sprinkler system.

Facility Heating, Ventilating, and Air Conditioning System:

The site will be served by single blower coil that incorporates DX cooling, hot water and electric heating. The condensing unit for the blower coil will be located in the equipment yard near the apartment chiller. The building automation system will be extended to serve all mechanical systems of the store.

Electrical Systems Description:

Electrical service will be 120-208V three-phase with a separate meter. Lighting for the site shall be LED type fixtures. All exterior lights will be controlled by photocells out of a lighting control panel.

The fire alarm system of the apartment building shall be extended to serve the student support/dining site, which will be a separate zone within the system. The fire alarm system shall communicate with the campus network. Exit and emergency lighting will be placed according to life safety codes.

The data system will be CAT6 cabling connected to the campus computer network. The data and phone systems will be connected to the campus system using fiber optic cable. The security system will include cameras and door access controls at all entrances.

Student Support/Dining Site Project Timeline and Schedule:

The design and construction of the facility will be integrated into the overall project schedule. Individual milestones will differ from the apartment and townhouses.

- Schematic Design completed
- Design Development Drawings July through August, 2018
- Guaranteed Maximum Price for the retail store early September, 2018
- Bidding and construction procurement September, 2018
- Construction fall 2018 through fall of 2019

The precise contracting, procurement, and timelines will be determined as the design is further developed to integrate the student support/dining site with the apartment building.

B. Changes from Facility Program Plan and Facility Design Plan

The student support/dining site concept was included with the description of the project in the earlier steps of the capital project process. The size and type of store was not known at the time. This amendment to the Facility Design Plan is to provide the additional information and preliminary design. This project is consistent with the description within the Facility Design Plan.

C. Impact to Existing Building or Campus Wide Heating/Cooling/Electrical Systems

There will be no impact to the campus utility systems. This redevelopment will connect to the campus computer networking system. The fiber optic network serving the Southeast Residential Community will be extended to serve the new apartment building, townhouses, and dining site.

D. Total Estimated Construction Costs:

The total cost of the dining site is shown below: <u>Project Cost Estimate</u>

Construction Cost Estimate	
Facility shell	\$ 600,792
Franchise fit out, finishes, & furnishings	<u>\$ 900,000</u>
Total Construction costs	\$1,500,792
Site, Utilities, Landscaping (included with apartme	nt building costs)
Design/Owner Contingency (7.5% allowance inclu	ded with construction cost estimate)
Construction Contingency (10% allowance include	d with construction cost estimate)
CM@R Fees (included with the construction cost e	estimate)

Non-construction Costs

Design and Consultant Fees	\$	150,000
OSE & SDSU Project Management	\$	10,000
Total Non-construction Costs	\$	160,000
Appliances & Accessories (included with franchise	fur	nishings)
Security & Network Equipment (included with apart	tm	ent building costs)

Total Project Costs

\$1,660,792

Notes:

Construction costs include the CM@R's general requirements, builders risk insurance, performance & payment bonds, and South Dakota excise taxes.

Design and consultant fees include architects & engineers design fees & commissioning fees.

Project funding shall include:

Investments by a food service provider in university-owned facilities to create food service space have been frequently transacted in the past. This method has previously created dining spaces in the University Student Union (e.g. Chick-fil-A, Einstein's Bagels, etc) on the SDSU campus. This facility will follow this established model with Aramark Higher Education, funding construction and FFE expenses associated with the dining site as part of their corporate investment in the campus.

E. Changes from Cost Estimates for Operation or M&R Expenses

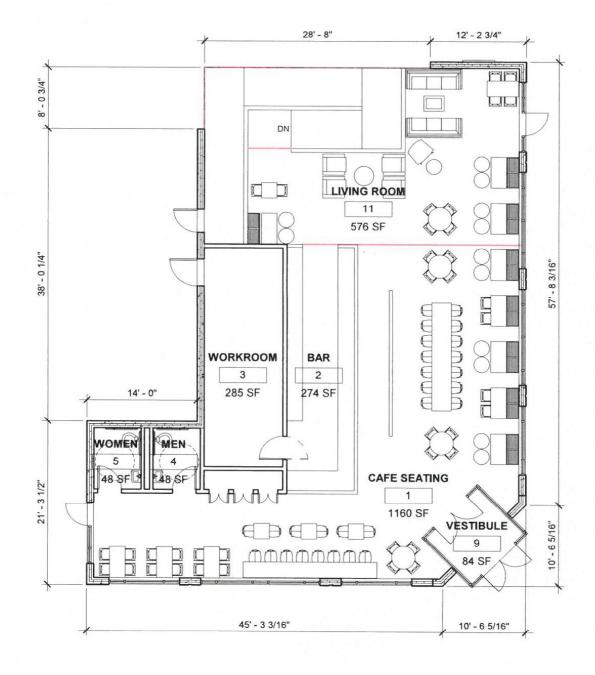
Annual operating costs associated with this site are covered by the Bond and Utility assessment on all student meal plans, and the food service utility portion of the GAF assessed to all main campus registered students.

Maintenance and repair costs are factored in the proforma of the apartment unit and included in the required 2% M&R contribution, and will be just over \$6,600 in the first year of operation, and will be approximately \$33,000 at full valuation five years into the facility's operation.

APPENDIX



Apartment Building – overhead view from southwest



Retail Store Floor Plan

Budget and Finance

AGENDA ITEM: 8 – F DATE: August 7-9, 2018

SUBJECT:

South Dakota State University Acceptance of Gift - Airplane

CONTROLLING STATUTE, RULE, OR POLICY: 5:8 BOR Policy 5:8 – Acceptance of Gifts

BOK POlicy 5.8 – Acceptance of Oni

BACKGROUND / DISCUSSION

South Dakota State University requests approval to accept a gift of a 1967 7KCAB American Champion Citabria Aircraft. This gift is being presented by Joseph Vogel in support of the Aviation Education Specialization. If this airplane was not gifted, SDSU was planning on purchasing or leasing a similar type of training airplane in the next 2-4 years. It will be used as a tailwheel training aircraft within the Department of Consumer Sciences under the College of Education and Human Sciences.

This airplane, while older than most of SDSU's other fleet, was well maintained and routinely inspected and flown judiciously. SDSU currently has three other airplanes from the 1970s and 1980s so this is not a stretch as far as the age of the airplane. SDSU's chief aviation mechanic inspected the airplane and found it to be within standards. The engine, propeller, and airframe are all in good to very good condition. The total hours (approximately 2,500) on this aircraft are well within normal limits and the engine still has over 50% of its average lifetime left before it would need to be overhauled. The total hours on the airplane are a major asset to the gift. Seven (7) out of SDSU's eight (8) aircraft have more time on them than this airplane. The airplane will be insured in the same fashion as all South Dakota owned aircraft through the Office of Risk Management.

IMPACT AND RECOMMENDATIONS

Accepting the Joseph Vogel gift of a 1967 7KCAB American Champion Citabria aircraft at an estimated value of \$48,089 will support the Aviation Education Program. SDSU plans to use this airplane as an integrated asset in their professional pilot curriculum. The airplane will be flown by state employed FAA certified flight instructors as part of the B.S. in Aviation – Aviation Education degree, for introduction flights, and for continued proficiency. Students will have the option to use this airplane throughout their training curriculum as part of a degree course. This aircraft will also be a great asset to the SDSU

I move to approve SDSU's request to accept the gift of a 1967 7KCAB American Champion Citabria aircraft from Joseph Vogel with an estimated value of \$48,089.

SDSU Acceptance of Gift – Airplane August 7-9, 2018 Page 2 of 2

Aviation Program as it will help students develop specific training that only a tailwheel (conventional gear) airplane can provide. Overall this is a great asset to the SDSU Aviation Program and many students will benefit from Mr. Vogel's generous gift.

Board staff recommend accepting this gift.

ATTACHMENTS

None

Budget and Finance

AGENDA ITEM: 8 – G DATE: August 7-9, 2018

SUBJECT

USD FY19 Residence Hall Fee Adjustment – Brookman Hall

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:5:4 – Tuition and Fees: Fees

BACKGROUND / DISCUSSION

At the March 2018 Board of Regents meeting, the Board approved housing and food service rates for FY19. Due to an overflow for this coming fall 2018, USD is requesting a double room rate for Brookman Hall. The Board-approved FY19 rate for Brookman Hall is a double as a single room of \$2,585.80 per semester. Brookman Hall is marketed to students as a double room with single occupancy. This hall has a lower price point compared to the other residence halls as it has not gone through renovations.

USD is requesting a double room rate of \$1,989.00 per semester. The halls that have been renovated can also be rented as a single at 76.92% of the regular double rate. In keeping with that structure, the double rate for Brookman Hall would be \$1,989.00.

IMPACT AND RECOMMENDATIONS

The current plan is that only 5 rooms would be converted to doubles. That would generate an additional \$6,961 for the residence hall system for the fall semester while solving an important housing shortage.

ATTACHMENTS

None

DRAFT MOTION 20180807_8-G:

I move to approve USD's request for a double room rate for Brookman Hall of \$1,989.00 per semester.

Budget and Finance

AGENDA ITEM: 8 - H(1)**DATE: August 7-9, 2018**

SUBJECT

Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:5 – Building Committees

BACKGROUND / DISCUSSION

This is a review of the actions taken by the building committees since the last Board meeting.

On July 20, 2018, the building committee for the SDSU Southeast University Neighborhood Development, represented by Regent Roberts, approved the amended Facility Design Plan to include the dining/study space to be paid for by Aramark at a cost of \$1,500,792. The amended Guaranteed Maximum Price for the project was approved for the amount of \$18,406,333.

On July 20, 2018, the building committee for the SDSBVI New Facility, represented by Regent Thares, approved the Facility Design Plan for the project and the Guaranteed Maximum Price of \$11,962,182. The committee also accepted the list of add alternates for the project to be selected by SDSBVI as funds are available.

On June 25, 2018, the building committee for the NSU Regional Sports Complex, represented by Regent Thares, selected the team of McCownGordon to serve as the Construction Manager at Risk.

IMPACT AND RECOMMENDATIONS None

ATTACHMENTS None

INFORMATIONAL ITEM

Budget and Finance

AGENDA ITEM: 8 – H (2) DATE: August 7-9, 2018

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL 5-14-1</u> Classification of capital improvements <u>SDCL 5-14-2</u> Supervision by Bureau of Administration of capital improvement projects – Payment of appropriated funds <u>SDCL 5-14-3</u> Preparation of plans and specifications for capital improvements – State building committees – Approval by board or commission in charge of institution <u>BOR Policy 6:4</u> Capital Improvements

BACKGROUND / DISCUSSION

The attached project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. The review and approval steps involved include:

- 1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
- 2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
- 3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
- 4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten year Plan.

INFORMATIONAL ITEM

Capital Projects List August 7-9, 2018 Page 2 of 2

- 5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
- 6. Final Design Plan submitted for Board approval.
- 7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
- 8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

No impact.

ATTACHMENTS

Attachment I – August 2018 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - August 2018

	Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committe Rep.
CADEN	MIC FACILITIES	Ich Icui I un			11	Dourd Hellon	Status	Duit	nep.
Black]	Hills State University								
	E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012	2022 HEFF Bonds Private	\$3,000,000 <u>\$1,500,000</u> \$4,500,000	May-12 Facility Stmt	Planning	2022	Bastian
	Lyle Hare Stadium Renovation				\$4,500,000	Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota	a State University								
	Event Center					Dec-16 Facility Stmt	Planning		Schaefer
	Madison Cyberlabs (MadLabs)		HB1057-2018	Private	\$18,000,596	May-17 Design Plan	Construction GMP Approved	Sept-2019	Schaefer
Northe	ern State University								
	Athletic and Recreation Turf Field		HB1061-2018	Private HEFF M&R	\$6,278,243 <u>\$303,314</u> \$6,581,557	Dec-17 Design	Construction	2018	Thares
	New Regional Science Education Center		HB1010-2017	Private	\$25,175,000	Dec-17 Design	Construction	2019	Morgan
	Regional Sports Complex			Private		Oct-17 Facility Stmt	A/E Selection	2021	Thares
South	Dakota School for the Blind and Visually Impaired								
3306	New School		HB1071-2018	Private	\$13,558,993	Oct-17 Program Plan	Design	2020	Thares
	Dakota School of Mines and Technology								
Journ	Chemistry/Chemical Engineering Building Repair & Renovation	FY12 10 Yr Plan	HB1021-2015	HEFF M&R 2015 HEFF Bonds	\$519,000 <u>\$6,040,000</u> \$6,559,000	Apr-15 Design Plan	Final Inspection	2018	Sutton
	Mineral Industries Bulding			Private		Jun-14 Facility Stmt	A/E Selection		Wink
	Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
	South Dakota Advanced Materials & Manufacturing Institute					Oct-16 Facility Stmt	Planning		Bastian
	Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Sutton
South	Dakota State University								
	American Indian Student Center		SB 50-2018	Private School & Public Lands	\$4,000,000 <u>\$500,000</u> \$4,500,000	Jun-18 Design Plan	Design	2019	Schaefer
	Animal Disease Research & Diagnostic Lab (ADRDL) - Addition &	& Renovations	HB1080-2016	Livestock Disease Emergency	\$1,575,000	Oct-16	Construction	2020	Morgan
			SB172-2017	2018 State Bonded LDE/Animal Ready Fund Local ADRDL Fees	\$50,039,637 \$2,600,000 \$6,000,000 <u>\$1,105,000</u>	Design Plan			
	Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R Rent Revenues	\$61,319,637 \$1,135,000 \$1,400,000	May-18 Facility Stmt	A/E Selection	2019	NA Exempte

South Dakota Board of Regents Capital Improvement Projects - August 2018

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
Harding Hall - Renovation & Addition		SB10 - 2016	HEFF M&R	\$3,300,000	May-17	Construction	2018	Morgan
			Tuition	<u>\$5,000,000</u> \$8,300,000	Design Plan			
Lincoln Hall - Renovation			Private	\$13,000,000	Aug-17 Facility Stmt	Planning		Bastian
			Business and Athletic					
Outdoor Sports Support Facility		SB 51-2018	Income	\$600,000	Dec-17 Program Plan	A/E Selection	2019	Not Assigned
Performing Arts Center-Theater & Music Education Addition	FY12 10 Yr Plan	HB1051-2012	2017 HEFF Bonds	\$13,000,000	Dec-16	Construction	2018	Morgan
		HB1016-2016	Private	\$29,349,807	(Revised			
			Local	<u>\$6,042,000</u> \$48,391,807	Funding)			
Plant Science Research Support Facility		SB27-2015	Local	\$2,400,000	Mar-16	Final Inspection	2017	Morgan
			Grant	\$1,600,000	Design Plan			
			Private	<u>\$500,000</u> \$4,500,000				
Raven Precision Agricultural Center	FY12 10 Yr Plan	HB1264-2018	Local	\$7,500,000	Dec-17	Design	2021	Morgan
			General Funds	\$2,000,000	Program Plan			
	(Redi	rected Visual Arts \$)	Private	\$16,600,000				
			2019 State Bonds	<u>\$20,000,000</u> \$46,100,000				
Pugsley Center - Renovation			Private	\$15,000,000	Aug-17	Planning		Mickelson
					Facility Stmt	U U		
South Dakota Art Museum Addition and Renovation			Private		Dec-15	Planning		Morgan
					Facility Stmt	-		-
Stanley Marshall Center - Additions & Renovations		SB18-2017	Private	\$15,000,000	May-17	Construction	2018	Roberts
					Design Plan			
Utility Tunnel (North), Steam/Condensate Infrastructure Repair &	FY12 10 Yr Plan	HB1051-2012	2014 HEFF Bonds	\$7,000,000	May-17	Construction	2019	Schaefer
Modernization			HEFF M&R	\$10,381,500	Design Plan			
			General Fund M&R	\$1,024,127				
			Local Funds	\$50,000	(revised)			
				\$18,455,627				
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds	\$5,000,000	Mar-16	Phased Project	2026	Schaefer
			HEFF M&R	\$5,043,000	Program Plan	Design & Construction		
				\$10,043,000				

University of South Dakota

3307

Graduate Education & Applied Research (GEAR) Bldg Expansion		General Funds	\$1,000,000	Aug-14	Planning		Schaefer
				Facility Stmt			
North Commons Renovation		HEFF M&R	\$2,973,155	June-17	Construction	2019	Adams
				Program Plan			
Dakota Dome Renovation	HB1060-2018	Private	\$14,500,000	Dec-17	Design	2020	Schieffer
		Local	\$6,419,602	Program Plan			
		HEFF M&R	\$5,400,398				
			\$26,320,000				
National Music Museum	HB1065-2018	Private	\$7,718,200	Dec-17	Planning	2020	Schieffer
		HEFF M&R	\$1,500,000	Program Plan			
			\$9,218,200				
uth Dakota School for the Blind & Visually Impaired							
New SDSBVI School Building on NSU campus	HB1071-2018	Private	\$11,847,916	Facility Design	Planning	2019	Thares
		GOED	\$2,500,000	Plan			
			\$14,347,916				

South Dakota Board of Regents Capital Improvement Projects - August 2018

	Facility Name	Ten-Year Plan	Legislative Fund Action / YR Type	A	Legislative / pproved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
/ENU	JE FACILITIES		••		••				
	Hills State University								
	University Wellness Center Addition		Private			Dec-16 Facility Stmt	Planning		Bastian
akota	a State University								
	Trojan Center Student Union Renovation		2015 Auxiliary	y Bonds	\$5,000,000	Oct-16	Awaiting	Fall 2017	Schaefer
			Local Private		\$835,229	Design Plan	Project Closeout Form		
			Private		<u>\$2,500,000</u> \$8,335,229		Form		
	Hospital Renovation (Residence Hall - Student Services)		2015 Auxiliary	y Bonds	\$7,000,000	Oct-16	Awaiting	2017	Schaefer
			Grant/Loo	cal	\$464,366		Project Closeout		
			HEFF M&	kR	\$420,357	Design Plan	Form		
					\$7,884,723				
	New Residence Hall & Student Life Facility		Auxiliary B	onds	TBD	May-18	Planning	TBD	Mickelson
						Preliminary			
			Private		TBD	Facility Statement			
	I					Statement			
the	ern State University								
	Wolves Memorial Suites		2016 Auxiliary	/ Bonds	\$7,000,000	Mar-16	Awaiting	2017	Thares
			Local		\$350,000	Design Plan	Project Closeout		
					\$7,350,000		Form		
	Great Plains East and Great Plains West		Private		\$22,725,000	Feb-17	Construction	2018	Thares
			Aramarl	ĸ	\$150,000	Design Plan			
			Local		<u>\$11,000</u> \$22,886,000				
	L				\$22,880,000				
ith]	Dakota School of Mines and Technology								
	Surbeck Center Addition		Private			Apr-14	A/E Selection		Wink
	L					Facility Stmt			
ıth∃	Dakota State University								
	Southeast Neighborhood Apartments		2018 Auxiliary	/ Bonds	\$18,000,000	May-18	Construction	2019	Roberts
			Res Life	9	\$2,300,000	Design Plan			
			Res Life	e	\$100,000	-			
			Parking & Traffic R	Revenues	\$335,379				
	l				\$20,735,379	Program Plan			
	Student Wellness Center Addition		2016 Auxiliary	y Bonds	\$12,400,000	Dec-16	Construction	2018	Morgan
			GAF		\$2,000,000	Design Plan			
					\$14,400,000				
	Pierson Hall - HVAC Upgrades		Auxiliary M	1&R	\$2,578,000	Mar-18	A/E Selection	2019	NA
						Preliminary			F (
						Facility Statement			Exempte
	The Union - Renovation and Remodeling		Auxiliary F	unds	TBD	Mar-18	A/E Selection		Not Assign
	The emon - Kenovation and Keniouening		Auxiliary P	unus	100	Preliminary	AVE SCICCION		TTOL ASSIGN
						Facility			
						Statement			
	L								
	rd Action:		Project Status:						
$1) \mathbf{P}_{\mathbf{I}}$	reliminary Facility Statement		1) Planning						

Preliminary Facility Statement
 Facility Program Plan
 Design
 Bid - Board approves substantive changes from program Plan

Project Status:
 Planning
 A/E Selection
 Design
 Bid
 Construction

Budget and Finance

AGENDA ITEM: 8 – H (3) DATE: August 7-9, 2018

SUBJECT

FY19 Operating Budgets

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL 4-7-13</u> – Legislative adoption of financial plan for each year <u>BOR Policy 5:19</u> – System Funding

BACKGROUND / DISCUSSION

The 2018 legislative session has concluded and with that came the passage of the FY19 General Bill <u>HB1320</u>. The Board of Regents received an overall increase to the general fund base of \$2,894,336, representing a 1.4% increase. That does not include the 1.2% employee compensation package that was passed by the Legislature appropriated in a statewide pool. Attachment I summarizes the legislative action on the FY19 budget.

Attachment II provides the FY19 operating budgets for the six universities, NSU K-12 E-Learning, SDSU Extension, Agricultural Experiment Station, the Sanford School of Medicine, the two special schools, the Office of the Executive Director, System Issues (Federal Grants, Utilities – Energy Conservation, System Initiatives, Competitive Research and Innovative Research Grants, HEFF Projects and Lease Payments, Governor's Research Centers, SD Opportunity Scholarship, etc.), Regents Information Systems, Regents Library Consortium, Enrollment Services Center, and Academic Initiatives. This summary presents each institution's operating budget and FTE by fund source and National Association of College and University Business Officers (NACUBO) program.

Attachment III provides definitions of the nine National Association of College and University Business Officers (NACUBO) programs.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

Attachment I – FY19 Legislative Action Summary Attachment II – FY19 Operating Budgets Attachment III – NACUBO Definitions

INFORMATIONAL ITEM

South Dakota Board of Regents FY19 Base Budget Changes by Fund Source

	<u>FTE</u>	<u>General</u>	Federal	<u>Other</u>	<u>Total</u>
FY18 Base	5,155.2	\$208,584,808	\$86,299,128	\$483,313,458	\$778,197,394
General Fund M&R Recovery		\$796,691			\$796,691
South Dakota Opportunity Scholarship		\$623,114			\$623,114
Post Secondary Scholarship		\$12,775			\$12,775
REED Network Tech Cost Reduction		(\$370,656)			(\$370,656)
Veterinary Program Fund Shift		\$642,768		(\$652,000)	(\$9,232)
Reduction for Precision Ag		(\$250,000)			(\$250,000)
ADRDL Fund Shift		\$250,000		(\$250,000)	\$0
Law School Appropriation		\$300,000			\$300,000
Federal, Other and FTE Expenditure Authority Change	9.0		(\$130,000)	\$8,923,114	\$8,793,114
Utility Increase		\$893,832			\$893,832
Lease Payment Adjustment		(\$4,188)			(\$4,188)
FY19 Base Budget Changes	9.0	\$2,894,336	(\$130,000)	\$8,021,114	\$10,785,450
Percent Change over FY18 Base Budget		1.39%	-0.15%	1.66%	1.39%
Percent Change over FY18 Base Budget Employee Compensation Package		\$1,911,373	\$455,330	\$2,714,185	\$5,080,888
Total Change		\$4,805,709	\$325,330	\$10,735,299	\$15,866,338
Percent Base Change including Employee Compensation Package		2.30%	0.38%	2.22%	2.04%
FY19 Base Budget	5,164.2	\$213,390,517	\$86,624,458	\$494,048,757	\$794,063,732
FY19 Base Budget Load Changes	<u>FTE</u>	General	Federal	<u>Other</u>	<u>Total</u>
Tuition Fund Expenditure Authority Increase				\$676,568	\$676,568
Federal, Other and FTE Expenditure Authority Increase	15.0		\$3,200,000	\$7,349,425	
FY19 Base Operating Budget	5,179.2	\$213,390,517	\$89,824,458	\$502,074,750	\$805,289,725

Black Hills State University FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$187,751	\$0	\$0	\$12,858,812	\$0	\$0	\$219,129	\$0	\$12,620	\$13,278,313
Operating Expense	<u>\$250</u>	<u>\$0</u>	<u>\$0</u>	<u>\$854,805</u>	<u>\$0</u>	<u>\$6,168</u>	<u>\$369,516</u>	<u>\$0</u>	<u>\$91,200</u>	<u>\$1,321,938</u>
Subtotal	\$188,001	\$0	\$0	\$13,713,617	\$0	\$6,168	\$588,645	\$0	\$103,820	\$14,600,251
FTE	2.9	-	-	148.8	-	-	2.6	-	-	154.3
02 Research										
Personal Services	\$59,050	\$0	\$0	\$42,649	\$0	\$1,849,117	\$137,295	\$0	\$0	\$2,088,110
Operating Expense	<u>\$130</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$770,502</u>	<u>\$155,739</u>	<u>\$0</u>	<u>\$0</u>	<u>\$926,371</u>
Subtotal	\$59,180	\$0	\$0	\$42,649	\$0	\$2,619,619	\$293,034	\$0	\$0	\$3,014,481
FTE	0.5	-	-	0.4	-	5.6	1.1	-	-	7.6
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$202,647	\$843,712	\$0	\$0	\$1,046,358
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$147,794	<u>\$487,768</u>	<u>\$0</u>	<u>\$0</u>	<u>\$635,561</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$350,440	\$1,331,479	\$0	\$0	\$1,681,920
FTE	-	-	-	-	-	3.2	8.7	-	-	11.9
04 Academic Support										
Personal Services	\$2,469,825	\$0	\$0	\$513,519	\$0	\$0	\$11,130	\$0	\$0	\$2,994,474
Operating Expense	<u>\$4,430</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,487,391</u>	<u>\$0</u>	<u>\$0</u>	<u>\$71,585</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,563,406</u>
Subtotal	\$2,474,255	\$0	\$0	\$2,000,910	\$0	\$0	\$82,715	\$0	\$0	\$4,557,880
FTE	30.9	-	-	6.3	-	-	0.0	-	-	37.2
05 Student Services										
Personal Services	\$1,436,372	\$0	\$0	\$1,770,481	\$0	\$600,804	\$112,178	\$0	\$418,394	\$4,338,229
Operating Expense	<u>\$2,550</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,012,397</u>	<u>\$0</u>	<u>\$718,908</u>	<u>\$112,056</u>	<u>\$0</u>	<u>\$277,734</u>	\$2,123,645
Subtotal	\$1,438,922	\$0	\$0	\$2,782,878	\$0	\$1,319,712	\$224,234	\$0	\$696,128	\$6,461,874
FTE	23.5	-	-	26.0	-	13.0	1.7	-	5.5	69.5
06 Institutional Support										
Personal Services	\$2,677,421	\$0	\$0	\$1,022,997	\$0	\$0	\$555,831	\$0	\$0	\$4,256,249
Operating Expense	<u>\$6,560</u>	<u>\$0</u>	<u>\$173,360</u>	<u>\$1,482,452</u>	<u>\$0</u>	<u>\$0</u>	<u>\$348,802</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,011,174</u>
Subtotal	\$2,683,981	\$0	\$173,360	\$2,505,449	\$0	\$0	\$904,633	\$0	\$0	\$6,267,423
FTE	31.9	-	-	15.7	-	-	9.1	-	-	56.7
07 Operation & Maintenance of Plant										
Personal Services	\$2,199,692	\$0	\$0	\$288,410	\$0	\$0	\$77,381	\$0	\$14,959	\$2,580,443
Operating Expense	<u>\$727,702</u>	<u>\$31,161</u>	<u>\$0</u>	<u>\$612,121</u>	<u>\$0</u>	<u>\$0</u>	<u>\$254,500</u>	<u>\$0</u>	<u>\$74,342</u>	<u>\$1,699,826</u>
Subtotal	\$2,927,394	\$31,161	\$0	\$900,531	\$0	\$0	\$331,881	\$0	\$89,301	\$4,280,269
FTE	47.0	-	-	5.0	-	-	2.4	-	0.1	54.5
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$233,513</u>	<u>\$0</u>	<u>\$7,000</u>	<u>\$240,513</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$233,513	\$0	\$7,000	\$240,513
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$111,327	\$0	\$0	\$831,488	\$362,709	\$238,905	\$1,544,428
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$50,100</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,394,544</u>	<u>\$3,480,813</u>	<u>\$752,007</u>	<u>\$5,677,464</u>
Subtotal	\$0	\$0	\$0	\$161,427	\$0	\$0	\$2,226,031	\$3,843,522	\$990,912	\$7,221,892
FTE	-	-	-	1.0	-	-	18.6	4.3	3.0	26.9
Total Operating Budget										
Personal Services	\$9,030,111	\$0	\$0	\$16,608,196	\$0	\$2,652,568	\$2,788,142	\$362,709	\$684,878	\$32,126,604
Operating Expense	<u>\$741,622</u>	<u>\$31,161</u>	<u>\$173,360</u>	<u>\$5,499,266</u>	<u>\$0</u>	<u>\$1,643,371</u>	<u>\$3,428,023</u>	<u>\$3,480,813</u>	<u>\$1,202,283</u>	<u>\$16,199,899</u>
Subtotal	\$9,771,733	\$31,161	\$173,360	\$22,107,462	\$0	\$4,295,939	\$6,216,165	\$3,843,522	\$1,887,161	\$48,326,503
FTE	136.7	-	-	203.1	-	21.7	44.2	4.3	8.5	418.5

ATTACHMENT II

ω

Dakota State University FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$670,446	\$0	\$0	\$10,394,106	\$0	\$39,681	\$150,000	\$0	\$725,472	\$11,979,705
Operating Expense	<u>\$95,782</u>	<u>\$0</u>	<u>\$0</u>	<u>\$894,668</u>	<u>\$0</u>	<u>\$21,074</u>	<u>\$82,891</u>	<u>\$0</u>	<u>\$1,304,099</u>	<u>\$2,398,514</u>
Subtotal	\$766,228	\$0	\$0	\$11,288,774	\$0	\$60,755	\$232,891	\$0	\$2,029,571	\$14,378,219
FTE	2.0	-	-	78.6	-	0.5	-	-	7.7	88.8
02 Research										
Personal Services	\$0	\$0	\$0	\$33,820	\$0	\$398,160	\$3 <i>,</i> 988	\$0	\$0	\$435,968
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,078,448</u>	<u>\$115,179</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,193,627</u>
Subtotal	\$0	\$0	\$0	\$33,820	\$0	\$1,476,608	\$119,167	\$0	\$0	\$1,629,595
FTE	-	-	-	-	-	0.8	-	-	-	0.8
03 Public Service										
Personal Services	\$0	\$0	\$0	\$35,959	\$0	\$112,616	\$1,430,556	\$0	\$0	\$1,579,131
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$294,178</u>	<u>\$2,138,290</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,432,468</u>
Subtotal	\$0	\$0	\$0	\$35,959	\$0	\$406,794	\$3,568,846	\$0	\$0	\$4,011,599
FTE	-	-	-	0.5	-	2.0	8.3	-	-	10.8
04 Academic Support										
Personal Services	\$1,766,370	\$0	\$0	\$771,379	\$0	\$163,247	\$0	\$0	\$0	\$2,700,996
Operating Expense	<u>\$2,500</u>	<u>\$0</u>	<u>\$173,360</u>	<u>\$606,682</u>	<u>\$0</u>	<u>\$107,768</u>	<u>\$30,000</u>	<u>\$0</u>	<u>\$410,000</u>	<u>\$1,330,310</u>
Subtotal	\$1,768,870	\$0	\$173,360	\$1,378,061	\$0	\$271,015	\$30,000	\$0	\$410,000	\$4,031,306
FTE	18.8	-	-	9.2	-	3.0	-	-	-	31.0
05 Student Services										
Personal Services	\$2,693,556	\$0	\$0	\$676,804	\$0	\$146,871	\$129,128	\$0	\$44,508	\$3,690,867
Operating Expense	<u>\$112,437</u>	<u>\$0</u>	<u>\$0</u>	<u>\$479,470</u>	<u>\$0</u>	<u>\$0</u>	<u>\$303,797</u>	<u>\$0</u>	\$460,115	<u>\$1,355,819</u>
Subtotal	\$2,805,993	\$0	\$0	\$1,156,274	\$0	\$146,871	\$432,925	\$0	\$504,623	\$5,046,686
FTE	46.5	-	-	10.2	-	1.4	0.6	-	0.1	58.8
06 Institutional Support										
Personal Services	\$2,767,426	\$0	\$0	\$1,090,672	\$0	\$0	\$1,263,520	\$0	\$46,680	\$5,168,298
Operating Expense	<u>\$65,081</u>	<u>\$0</u>	<u>\$0</u>	<u>\$629,079</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,093,627</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,787,787</u>
Subtotal	\$2,832,507	\$0	\$0	\$1,719,751	\$0	\$0	\$2,357,147	\$0	\$46,680	\$6,956,085
FTE	25.9	-	-	15.5	-	-	12.7	-	1.0	55.0
07 Operation & Maintenance of Plant										
Personal Services	\$1,365,301	\$0	\$0	\$87,331	\$0	\$0	\$0	\$0	\$24,540	\$1,477,172
Operating Expense	\$304,432	<u>\$22,362</u>	<u>\$0</u>	<u>\$232,551</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,890,250</u>	<u>\$0</u>	<u>\$86,000</u>	\$3,535,595
Subtotal	\$1,669,733	\$22,362	\$0	\$319,882	\$0	\$0	\$2,890,250	\$0	\$110,540	\$5,012,767
FTE	28.0	-	-	1.5	-	-	-	-	0.5	30.0
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$331,584	\$0	\$0	\$0	\$331,584
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$306,485</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$306,485
Subtotal	\$0	\$0	\$0	\$0	\$0	\$638,069	\$0	\$0	\$0	\$638,069
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$183,217	\$528,339	\$182,194	\$893,750
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$720,920</u>	<u>\$3,298,000</u>	<u>\$40,716</u>	<u>\$4,059,636</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$904,137	\$3,826,339	\$222,910	\$4,953,386
FTE	-	-	-	-	-	-	3.0	10.9	2.7	16.6
Total Operating Budget										
Personal Services	\$9,263,099	\$0	\$0	\$13,090,071	\$0	\$1,192,159	\$3,160,409	\$528,339	\$1,023,394	\$28,257,471
Operating Expense	\$580,232	<u>\$22,362</u>	<u>\$173,360</u>	<u>\$2,842,450</u>	<u>\$0</u>	<u>\$1,807,953</u>	<u>\$7,374,954</u>	<u>\$3,298,000</u>	<u>\$2,300,930</u>	<u>\$18,400,241</u>
Subtotal	\$9,843,331	\$22,362	\$173,360	\$15,932,521	\$0	\$3,000,112	\$10,535,363	\$3,826,339	\$3,324,324	\$46,657,712
FTE	121.2	-	-	115.5	-	7.7	24.6	10.9	12.0	291.8

4

Northern State University (not including K-12 E-Learning) FY19 Operating Budget

			F	Y19 Operating E	Budget					
	General		School &		Federal	Federal		Room &	Student	All
Program	Funds	HEFF	Public Lands	Tuition	Appropriated	Restricted	Other	Board	Fees	Funds
01 Instruction										
Personal Services	\$2,034,823	\$0	\$0	\$8,034,083	\$0	\$131,440	\$1,064,588	\$0	\$258,482	\$11,523,416
Operating Expense	<u>\$8,862</u>	<u>\$0</u>	<u>\$133,593</u>	<u>\$1,380,383</u>	<u>\$0</u>	<u>\$11,000</u>	<u>\$1,277,257</u>	<u>\$0</u>	<u>\$370,620</u>	\$3,181,715
Subtotal	\$2,043,685	\$0	\$133,593	\$9,414,466	\$0	\$142,440	\$2,341,845	\$0	\$629,102	\$14,705,131
FTE	24.8	-	-	84.6	-	0.1	9.2	-	2.0	120.7
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$97,391	\$5,387	\$0	\$0	\$102,778
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$212,971</u>	<u>\$3,984</u>	<u>\$0</u>	<u>\$0</u>	<u>\$216,955</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$310,362	\$9,371	\$0	\$0	\$319,733
FTE	-	-	-	-	-	1.1	-	-	-	1.1
03 Public Service										
Personal Services	\$0	\$0	\$0	\$216,536	\$0	\$197,840	\$197,762	\$0	\$0	\$612,138
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$600</u>	<u>\$0</u>	<u>\$130,237</u>	<u>\$73,300</u>	<u>\$0</u>	<u>\$0</u>	<u>\$204,137</u>
Subtotal	\$0	\$0	\$0	\$217,136	\$0	\$328,077	\$271,062	\$0	\$0	\$816,275
FTE	-	-	-	3.0	-	2.5	2.0	-	-	7.5
04 Academic Support										
Personal Services	\$2,233,641	\$0	\$0	\$246,276	\$0	\$92,951	\$1,504	\$0	\$0	\$2,574,372
Operating Expense	<u>\$96,822</u>	<u>\$0</u>	<u>\$49,800</u>	<u>\$748,890</u>	<u>\$0</u>	<u>\$0</u>	<u>\$32,300</u>	<u>\$0</u>	<u>\$18,000</u>	<u>\$945,812</u>
Subtotal	\$2,330,463	\$0	\$49,800	\$995,166	\$0	\$92,951	\$33,804	\$0	\$18,000	\$3,520,184
FTE	28.0	-	-	4.0	-	-	-	-	-	32.0
05 Student Services										
Personal Services	\$3,015,282	\$0	\$0	\$501,295	\$0	\$727,171	\$451,252	\$0	\$167,724	\$4,862,724
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$627,296</u>	<u>\$0</u>	<u>\$226,793</u>	<u>\$476,968</u>	<u>\$0</u>	<u>\$700,347</u>	<u>\$2,031,404</u>
Subtotal	\$3,015,282	\$0	\$0	\$1,128,591	\$0	\$953,964	\$928,220	\$0	\$868,071	\$6,894,128
FTE	45.0	-	-	7.5	-	8.4	5.3	-	2.0	68.1
06 Institutional Support										
Personal Services	\$2,401,609	\$0	\$0	\$248,194	\$0	\$105,023	\$797,949	\$0	\$0	\$3,552,775
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$675,050</u>	<u>\$0</u>	<u>\$0</u>	<u>\$288,800</u>	<u>\$0</u>	<u>\$0</u>	<u>\$963,850</u>
Subtotal	\$2,401,609	\$0	\$0	\$923,244	\$0	\$105,023	\$1,086,749	\$0	\$0	\$4,516,625
FTE	26.9	-	-	2.3	-	-	8.8	-	-	37.9
07 Operation & Maintenance of Plant										
Personal Services	\$1,580,482	\$0	\$0	\$0	\$0	\$5,400	\$99,492	\$0	\$0	\$1,685,374
Operating Expense	<u>\$579,679</u>	<u>\$36,293</u>	<u>\$0</u>	<u>\$690,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$67,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,373,472</u>
Subtotal	\$2,160,161	\$36,293	\$0	\$690,000	\$0	\$5,400	\$166,992	\$0	\$0	\$3,058,846
FTE	33.7	-	-	-	-	-	2.0	-	-	35.7
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$10,086	\$0	\$0	\$0	\$10,086
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$10,086	\$0	\$0	\$0	\$10,086
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$47,010	\$311,182	\$807,710	\$101,546	\$1,267,448
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$862,600	\$2,656,500	\$128,454	\$3,647,554
Subtotal	\$0	\$0	\$0	\$0	\$0	\$47,010	\$1,173,782	\$3,464,210	\$230,000	\$4,915,002
FTE	-	-	-	-	-	-	5.5	17.9	2.2	25.5
Total Operating Budget	444 857 557		4.	40.0		4	10.000	404	4	400.000
Personal Services	\$11,265,837	\$0	\$0	\$9,246,384	\$0	\$1,414,312	\$2,929,116	\$807,710	\$527,752	\$26,191,111
Operating Expense	<u>\$685,363</u>	<u>\$36,293</u>	<u>\$183,393</u>	<u>\$4,122,219</u>	<u>\$0</u>	<u>\$581,001</u>	<u>\$3,082,709</u>	\$2,656,500	<u>\$1,217,421</u>	<u>\$12,564,899</u>
Subtotal	\$11,951,200	\$36,293	\$183,393	\$13,368,603	\$0	\$1,995,313	\$6,011,825	\$3,464,210	\$1,745,173	\$38,756,010
FTE	158.3	-	-	101.3	-	12.1	32.7	17.9	6.2	328.5

ATTACHMENT II

 $\boldsymbol{\nabla}$

Northern State University K-12 E-Learning FY19 Operating Budget

				Y19 Operating E						
_	General		School &		Federal	Federal		Room &	Student	All
Program	Funds	HEFF	Public Lands	Tuition	Appropriated	Restricted	Other	Board	Fees	Funds
01 Instruction										
Personal Services	\$1,981,567	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,981,567
Operating Expense	<u>\$42,935</u>	<u>\$0</u>	<u>\$42,935</u>							
Subtotal	\$2,024,502	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,024,502
FTE	25.9	-	-	-	-	-	-	-	-	25.9
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>									
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>									
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$681,280	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$681,280
Operating Expense	<u>\$179,812</u>	<u>\$0</u>	<u>\$179,812</u>							
Subtotal	\$861,092	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$861,092
FTE	8.6	-	-	-	-	-	-	-	-	8.6
05 Student Services	4.0	4.0	**	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>									
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-		-	-	-	-	-	-	-
06 Institutional Support	ćo	ćo	ćo	ćo	ćo	ćo	ćo.	ćo	ćo	ćo
Personal Services	\$0 ¢0	\$0	\$0	\$0 ¢0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>									
Subtotal FTE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant	¢0	ćo	ćo	¢0	ćo	έΩ	¢0	έŋ	ćo	ćo
Personal Services	\$0 \$0	\$0 ¢0	\$0 \$0							
Operating Expense	<u>\$0</u> \$0									
Subtotal FTE	ŞŪ	Ş U	30	- -	ŞU	Ş0	ŞΟ	ŲÇ	ŞΟ	ŞŪ
08 Scholarship & Fellowship	-	-	-	-	-	-	-	-	-	
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	\$0 <u>\$0</u>	<u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	<u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>
Subtotal	<u>\$0</u>	<u>\$0</u> \$0	\$0	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$0
FTE	-	- -	- -	-	- -	- -	- -	- -	- -	- -
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	\$0 <u>\$0</u>	<u>\$0</u>			<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	<u>\$0</u>	\$0	<u>\$0</u> \$0	<u>\$0</u> \$0	\$0	\$0	\$0	\$0	\$0
FTE	÷0	-	- -	-	-	- -	-	-	-	-
Total Operating Budget										
Personal Services	\$2,662,847	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,662,847
Operating Expense	<u>\$222,747</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$0 \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$222,747</u>
Subtotal	\$2,885,594	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,885,594
FTE	34.5	-	-	-	-	-	-	-	-	34.5

ATTACHMENT II

Northern State University (Including K-12 E-Learning) FY19 Operating Budget

			F	Y19 Operating E						
	General		School &		Federal	Federal		Room &	Student	All
Program	Funds	HEFF	Public Lands	Tuition	Appropriated	Restricted	Other	Board	Fees	Funds
01 Instruction										
Personal Services	\$4,016,390	\$0	\$0	\$8,034,083	\$0	\$131,440	\$1,064,588	\$0	\$258,482	\$13,504,983
Operating Expense	<u>\$51,797</u>	<u>\$0</u>	<u>\$133,593</u>	<u>\$1,380,383</u>	<u>\$0</u>	<u>\$11,000</u>	<u>\$1,277,257</u>	<u>\$0</u>	<u>\$370,620</u>	<u>\$3,224,650</u>
Subtotal	\$4,068,187	\$0	\$133,593	\$9,414,466	\$0	\$142,440	\$2,341,845	\$0	\$629,102	\$16,729,633
FTE	50.7	-	-	84.6	-	0.1	9.2	-	2.0	146.7
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$97,391	\$5,387	\$0	\$0	\$102,778
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$212,971</u>	<u>\$3,984</u>	<u>\$0</u>	<u>\$0</u>	<u>\$216,955</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$310,362	\$9,371	\$0	\$0	\$319,733
FTE	-	-	-	-	-	1.1	-	-	-	1.1
03 Public Service										
Personal Services	\$0	\$0	\$0	\$216,536	\$0	\$197,840	\$197,762	\$0	\$0	\$612,138
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$600</u>	<u>\$0</u>	<u>\$130,237</u>	<u>\$73,300</u>	<u>\$0</u>	<u>\$0</u>	<u>\$204,137</u>
Subtotal	\$0	\$0	\$0	\$217,136	\$0	\$328,077	\$271,062	\$0	\$0	\$816,275
FTE	-	-	-	3.0	-	2.5	2.0	-	-	7.5
04 Academic Support										
Personal Services	\$2,914,921	\$0	\$0	\$246,276	\$0	\$92,951	\$1,504	\$0	\$0	\$3,255,652
Operating Expense	<u>\$276,634</u>	<u>\$0</u>	<u>\$49,800</u>	<u>\$748,890</u>	<u>\$0</u>	<u>\$0</u>	<u>\$32,300</u>	<u>\$0</u>	<u>\$18,000</u>	<u>\$1,125,624</u>
Subtotal	\$3,191,555	\$0	\$49,800	\$995,166	\$0	\$92,951	\$33,804	\$0	\$18,000	\$4,381,276
FTE	36.6	-	-	4.0	-	-	-	-	-	40.6
05 Student Services										
Personal Services	\$3,015,282	\$0	\$0	\$501,295	\$0	\$727,171	\$451,252	\$0	\$167,724	\$4,862,724
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$627,296</u>	<u>\$0</u>	<u>\$226,793</u>	\$476,968	<u>\$0</u>	\$700,347	\$2,031,404
Subtotal	\$3,015,282	\$0	\$0	\$1,128,591	\$0	\$953,964	\$928,220	\$0	\$868,071	\$6,894,128
FTE	45.0	-	-	7.5	-	8.4	5.3	-	2.0	68.1
06 Institutional Support										
Personal Services	\$2,401,609	\$0	\$0	\$248,194	\$0	\$105,023	\$797,949	\$0	\$0	\$3,552,775
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$675,050	<u>\$0</u>	<u>\$0</u>	\$288,800	<u>\$0</u>	<u>\$0</u>	\$963,850
Subtotal	\$2,401,609	\$0	\$0	\$923,244	\$0	\$105,023	\$1,086,749	\$0	\$0	\$4,516,625
FTE	26.9	-	-	2.3	-	-	8.8	-	-	37.9
07 Operation & Maintenance of Plant										
Personal Services	\$1,580,482	\$0	\$0	\$0	\$0	\$5,400	\$99,492	\$0	\$0	\$1,685,374
Operating Expense	\$579,679	\$36,293	<u>\$0</u>	\$690,000	<u>\$0</u>	<u>\$0</u>	\$67,500	<u>\$0</u>	<u>\$0</u>	\$1,373,472
Subtotal	\$2,160,161	\$36,293	\$0	\$690,000	\$0	\$5,400	\$166,992	\$0	\$0	\$3,058,846
FTE	33.7	-	-	-	-	-	2.0	-	-	35.7
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$10,086	\$0	\$0	\$0	\$10,086
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$10,086	\$0	\$0	\$0	\$10,086
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$47,010	\$311,182	\$807,710	\$101,546	\$1,267,448
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$862,600	\$2,656,500	\$128,454	\$3,647,554
Subtotal	\$0	\$0	\$0	\$0	\$0	\$47,010	\$1,173,782	\$3,464,210	\$230,000	\$4,915,002
FTE	-	-	-	-	-	-	5.5	17.9	2.2	25.5
Total Operating Budget										
Personal Services	\$13,928,684	\$0	\$0	\$9,246,384	\$0	\$1,414,312	\$2,929,116	\$807,710	\$527,752	\$28,853,958
Operating Expense	\$908,110	<u>\$36,293</u>	<u>\$183,393</u>	\$4,122,219	<u>\$0</u>	<u>\$581,001</u>	\$3,082,709	\$2,656,500	\$1,217,421	<u>\$12,787,646</u>
Subtotal	\$14,836,794	\$36,293	\$183,393	\$13,368,603	\$0	\$1,995,313	\$6,011,825	\$3,464,210	\$1,745,173	\$41,641,604
FTE	192.9	-	-	101.3	-	12.1	32.7	17.9	6.2	363.0

South Dakota School of Mines and Technology FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$5,007,780	\$0	\$0	\$12,295,573	\$0	\$54,571	\$198,670	\$0	\$2,825,048	\$20,381,642
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$785,962</u>	<u>\$0</u>	<u>\$40,101</u>	<u>\$490,291</u>	<u>\$0</u>	<u>\$859,657</u>	<u>\$2,176,010</u>
Subtotal	\$5,007,780	\$0	\$0	\$13,081,535	\$0	\$94,672	\$688,961	\$0	\$3,684,705	\$22,557,652
FTE	45.8	-	-	105.7	-	1.0	1.5	-	23.5	177.6
02 Research										
Personal Services	\$109,443	\$0	\$0	\$0	\$0	\$6,671,043	\$1,223,594	\$0	\$0	\$8,004,080
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$20,000</u>	<u>\$0</u>	<u>\$8,126,125</u>	\$1,559,461	<u>\$0</u>	<u>\$0</u>	<u>\$9,705,586</u>
Subtotal	\$109,443	\$0	\$0	\$20,000	\$0	\$14,797,168	\$2,783,055	\$0	\$0	\$17,709,666
FTE	1.1	-	-	-	-	32.8	6.6	-	-	40.5
03 Public Service										
Personal Services	\$94,950	\$0	\$0	\$0	\$0	\$48,359	\$337,336	\$0	\$0	\$480,645
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10,979</u>	<u>\$157,595</u>	<u>\$0</u>	<u>\$0</u>	\$168,574
Subtotal	\$94,950	\$0	\$0	\$0	\$0	\$59,338	\$494,931	\$0	\$0	\$649,219
FTE	1.0	-	-	-	-	0.8	3.6	-	-	5.4
04 Academic Support										
Personal Services	\$1,741,152	\$0	\$0	\$803,218	\$0	\$0	\$36,511	\$0	\$471,781	\$3,052,662
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$136,937</u>	<u>\$989,351</u>	<u>\$0</u>	<u>\$0</u>	\$369,422	<u>\$0</u>	<u>\$1,137,640</u>	<u>\$2,633,350</u>
Subtotal	\$1,741,152	\$0	\$136,937	\$1,792,569	\$0	\$0	\$405,932	\$0	\$1,609,421	\$5,686,012
FTE	23.5	-	-	8.6	-	-	0.2	-	4.0	36.3
05 Student Services										
Personal Services	\$3,387,726	\$0	\$0	\$732,841	\$0	\$0	\$70,234	\$0	\$269,885	\$4,460,686
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,048,187</u>	<u>\$0</u>	<u>\$500</u>	<u>\$209,639</u>	<u>\$0</u>	<u>\$851,132</u>	\$2,109,458
Subtotal	\$3,387,726	\$0	\$0	\$1,781,028	\$0	\$500	\$279,872	\$0	\$1,121,017	\$6,570,143
FTE	51.7	-	-	8.9	-	-	1.1	-	3.6	65.3
06 Institutional Support										
Personal Services	\$3,282,966	\$0	\$0	\$498,729	\$0	\$0	\$1,197,525	\$0	\$37,501	\$5,016,721
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$800,452	<u>\$0</u>	<u>\$0</u>	<u>\$1,304,369</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,104,820</u>
Subtotal	\$3,282,966	\$0	\$0	\$1,299,181	\$0	\$0	\$2,501,894	\$0	\$37,501	\$7,121,542
FTE	41.9	-	-	2.2	-	-	0.8	-	0.7	45.5
07 Operation & Maintenance of Plant										
Personal Services	\$2,380,067	\$0	\$0	\$196,530	\$0	\$0	\$0	\$0	\$84,344	\$2,660,940
Operating Expense	<u>\$945,713</u>	<u>\$34,093</u>	<u>\$0</u>	<u>\$224,875</u>	<u>\$0</u>	<u>\$0</u>	<u>\$477,100</u>	<u>\$0</u>	<u>\$272,395</u>	<u>\$1,954,176</u>
Subtotal	\$3,325,780	\$34,093	\$0	\$421,405	\$0	\$0	\$477,100	\$0	\$356,739	\$4,615,116
FTE	50.4	-	-	2.0	-	-	-	-	2.1	54.5
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$350,568</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$350,568
Subtotal	\$0	\$0	\$0	\$0	\$0	\$350,568	\$0	\$0	\$0	\$350,568
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$407,583	\$440,565	\$205,818	\$1,053,966
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$1,613,252	\$5,545,817	\$260,113	\$7,419,182
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$2,020,835	\$5,986,382	\$465,931	\$8,473,147
FTE	-	-	-	-	-	-	2.2	4.3	1.8	8.3
Total Operating Budget										
Personal Services	\$16,004,084	\$0	\$0	\$14,526,891	\$0	\$6,773,973	\$3,471,452	\$440,565	\$3,894,377	\$45,111,343
Operating Expense	<u>\$945,713</u>	<u>\$34,093</u>	<u>\$136,937</u>	<u>\$3,868,826</u>	<u>\$0</u>	<u>\$8,528,272</u>	<u>\$6,181,128</u>	<u>\$5,545,817</u>	<u>\$3,380,937</u>	<u>\$28,621,723</u>
Subtotal	\$16,949,797	\$34,093	\$136,937	\$18,395,717	\$0	\$15,302,245	\$9,652,580	\$5,986,382	\$7,275,314	\$73,733,066
FTE	215.4	-	-	127.5	-	34.6	16.0	4.3	35.7	433.4

 ∞

South Dakota State University FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$14,373,523	\$0	\$0	\$40,468,566	\$0	\$623,043	\$1,840,221	\$0	\$9,960,347	\$67,265,700
Operating Expense	<u>\$361,644</u>	<u>\$0</u>	<u>\$0</u>	<u>\$7,137,458</u>	<u>\$0</u>	<u>\$739,156</u>	<u>\$2,113,754</u>	<u>\$0</u>	<u>\$5,159,465</u>	<u>\$15,511,477</u>
Subtotal	\$14,735,167	\$0	\$0	\$47,606,024	\$0	\$1,362,199	\$3,953,976	\$0	\$15,119,812	\$82,777,177
FTE	166.2	-	-	393.8	-	1.0	17.4	-	105.8	684.1
02 Research										
Personal Services	\$923,517	\$0	\$0	\$0	\$0	\$6,387,691	\$1,933,849	\$0	\$0	\$9,245,057
Operating Expense	<u>\$38,828</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10,500</u>	<u>\$0</u>	<u>\$11,039,238</u>	<u>\$2,838,060</u>	<u>\$0</u>	<u>\$0</u>	<u>\$13,926,626</u>
Subtotal	\$962,345	\$0	\$0	\$10,500	\$0	\$17,426,929	\$4,771,909	\$0	\$0	\$23,171,682
FTE	7.9	-	-	-	-	21.8	7.4	-	-	37.1
03 Public Service										
Personal Services	\$1,814,242	\$0	\$0	\$0	\$0	\$1,345,344	\$2,408,129	\$0	\$0	\$5,567,715
Operating Expense	<u>\$252,408</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,509,090</u>	<u>\$4,415,878</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,177,376</u>
Subtotal	\$2,066,650	\$0	\$0	\$0	\$0	\$2,854,434	\$6,824,007	\$0	\$0	\$11,745,091
FTE	22.5	-	-	-	-	13.5	37.6	-	-	73.6
04 Academic Support										
Personal Services	\$4,593,310	\$0	\$0	\$7,412,476	\$0	\$43,855	\$1,365,214	\$0	\$866,169	\$14,281,025
Operating Expense	<u>\$5,472</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,838,207</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,554,674</u>	<u>\$0</u>	<u>\$1,177,450</u>	<u>\$6,575,803</u>
Subtotal	\$4,598,782	\$0	\$0	\$10,250,683	\$0	\$43,855	\$3,919,888	\$0	\$2,043,619	\$20,856,828
FTE	68.4	-	-	69.3	-	-	18.3	-	10.7	166.6
05 Student Services										
Personal Services	\$6,063,124	\$0	\$0	\$2,729,425	\$0	\$611,515	\$830,971	\$0	\$2,844,608	\$13,079,644
Operating Expense	<u>\$7,804</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,668,596</u>	<u>\$0</u>	<u>\$1,102,894</u>	<u>\$7,240,958</u>	<u>\$0</u>	<u>\$1,965,730</u>	<u>\$11,985,982</u>
Subtotal	\$6,070,928	\$0	\$0	\$4,398,021	\$0	\$1,714,409	\$8,071,929	\$0	\$4,810,338	\$25,065,626
FTE	82.8	-	-	35.5	-	11.7	12.4	-	35.1	177.6
06 Institutional Support										
Personal Services	\$7,744,610	\$0	\$199,852	\$5,740,067	\$0	\$0	\$6,796,226	\$0	\$210,438	\$20,691,194
Operating Expense	<u>\$984,901</u>	<u>\$0</u>	<u>\$348,599</u>	<u>\$7,090,871</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,807,533</u>	<u>\$0</u>	<u>\$995,230</u>	<u>\$11,227,134</u>
Subtotal	\$8,729,511	\$0	\$548,451	\$12,830,938	\$0	\$0	\$8,603,759	\$0	\$1,205,668	\$31,918,328
FTE	127.9	-	2.5	44.5	-	-	57.0	-	3.8	235.8
07 Operation & Maintenance of Plant										
Personal Services	\$6,556,644	\$0	\$0	\$430,797	\$0	\$0	\$2,796,851	\$0	\$0	\$9,784,292
Operating Expense	<u>\$3,812,142</u>	<u>\$131,975</u>	<u>\$0</u>	<u>\$1,916,445</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,888,766</u>	<u>\$0</u>	<u>\$0</u>	<u>\$12,749,328</u>
Subtotal	\$10,368,786	\$131,975	\$0	\$2,347,242	\$0	\$0	\$9,685,617	\$0	\$0	\$22,533,620
FTE	136.4	-	-	3.8	-	-	44.4	-	-	184.6
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$500,390	\$0	\$0	\$0	\$500,390
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$209,622</u>	<u>\$186,200</u>	<u>\$0</u>	<u>\$0</u>	<u>\$395,822</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$710,012	\$186,200	\$0	\$0	\$896,212
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$885,859	\$3,327,865	\$1,226,692	\$5,440,417
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$7,191,547</u>	<u>\$14,298,734</u>	<u>\$904,663</u>	<u>\$22,394,944</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$8,077,406	\$17,626,599	\$2,131,355	\$27,835,361
FTE	-	-	-	-	-	-	12.5	54.2	21.6	88.3
Total Operating Budget										
Personal Services	\$42,068,970	\$0	\$199,852	\$56,781,332	\$0	\$9,511,838	\$18,857,322	\$3,327,865	\$15,108,254	\$145,855,433
Operating Expense	<u>\$5,463,199</u>	<u>\$131,975</u>	<u>\$348,599</u>	<u>\$20,662,077</u>	<u>\$0</u>	<u>\$14,600,000</u>	<u>\$35,237,370</u>	<u>\$14,298,734</u>	<u>\$10,202,538</u>	<u>\$100,944,492</u>
Subtotal	\$47,532,169	\$131,975	\$548,451	\$77,443,409	\$0	\$24,111,838	\$54,094,692	\$17,626,599	\$25,310,792	\$246,799,925
FTE	612.0	-	2.5	547.0	-	48.0	207.0	54.2	177.0	1,647.7

SDSU Agriculture Experiment Station FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$11,796,167	\$0	\$0	\$0	\$1,540,667	\$3,517,457	\$5,337,826	\$0	\$0	\$22,192,117
Operating Expense	<u>\$627,155</u>	<u>\$0</u>	<u>\$77,745</u>	<u>\$0</u>	<u>\$2,110,000</u>	<u>\$4,150,000</u>	<u>\$9,973,799</u>	<u>\$0</u>	<u>\$0</u>	<u>\$16,938,699</u>
Subtotal	\$12,423,322	\$0	\$77,745	\$0	\$3,650,667	\$7,667,457	\$15,311,625	\$0	\$0	\$39,130,816
FTE	141.0	-	-	-	22.2	29.0	49.1	-	-	241.3
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$11,796,167	\$0	\$0	\$0	\$1,540,667	\$3,517,457	\$5,337,826	\$0	\$0	\$22,192,117
Operating Expense	<u>\$627,155</u>	<u>\$0</u>	<u>\$77,745</u>	<u>\$0</u>	<u>\$2,110,000</u>	<u>\$4,150,000</u>	<u>\$9,973,799</u>	<u>\$0</u>	<u>\$0</u>	<u>\$16,938,699</u>
Subtotal	\$12,423,322	\$0	\$77,745	\$0	\$3,650,667	\$7,667,457	\$15,311,625	\$0	\$0	\$39,130,816
FTE	141.0	-	-	-	22.2	29.0	49.1	-	-	241.3

ATTACHMENT II 10

SDSU Extension FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$8,177,232	\$0	\$0	\$0	\$1,743,181	\$1,565,421	\$1,073,664	\$0	\$0	\$12,559,498
Operating Expense	<u>\$304,152</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,277,811</u>	<u>\$1,350,000</u>	<u>\$1,361,053</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,293,016</u>
Subtotal	\$8,481,384	\$0	\$0	\$0	\$4,020,992	\$2,915,421	\$2,434,717	\$0	\$0	\$17,852,514
FTE	114.0	-	-	-	50.0	9.8	16.6	-	-	190.4
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$8,177,232	\$0	\$0	\$0	\$1,743,181	\$1,565,421	\$1,073,664	\$0	\$0	\$12,559,498
Operating Expense	\$304,152	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,277,811</u>	<u>\$1,350,000</u>	<u>\$1,361,053</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,293,016</u>
Subtotal	\$8,481,384	\$0	\$0	\$0	\$4,020,992	\$2,915,421	\$2,434,717	\$0	\$0	\$17,852,514
FTE	114.0	-	-	-	50.0	9.8	16.6	-	-	190.4

ATTACHMENT II 11

University of South Dakota FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$5,766,662	\$0	\$0	\$25,840,651	\$0	\$29,241	\$1,581,323	\$0	\$1,281,664	\$34,499,541
Operating Expense	<u>\$529,855</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,268,244</u>	<u>\$0</u>	<u>\$276,785</u>	<u>\$2,009,156</u>	<u>\$0</u>	<u>\$1,167,049</u>	<u>\$7,251,089</u>
Subtotal	\$6,296,517	\$0	\$0	\$29,108,895	\$0	\$306,025	\$3,590,479	\$0	\$2,448,713	\$41,750,630
FTE	56.2	-	-	266.6	-	7.4	9.2	-	11.8	351.2
02 Research										
Personal Services	\$9,715	\$0	\$0	\$44,041	\$0	\$830,750	\$1,313,119	\$0	\$5,012	\$2,202,637
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$83,884</u>	<u>\$0</u>	<u>\$2,410,946</u>	<u>\$983,464</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,478,295</u>
Subtotal	\$9,715	\$0	\$0	\$127,925	\$0	\$3,241,697	\$2,296,583	\$0	\$5,012	\$5,680,933
FTE	0.1	-	-	-	-	3.8	10.9	-	-	14.8
03 Public Service										
Personal Services	\$222,065	\$0	\$0	\$36,456	\$0	\$4,917,064	\$1,460,912	\$0	\$0	\$6,636,497
Operating Expense	<u>\$592</u>	<u>\$0</u>	<u>\$0</u>	<u>\$24,851</u>	<u>\$0</u>	<u>\$176,467</u>	<u>\$1,326,198</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,528,109</u>
Subtotal	\$222,656	\$0	\$0	\$61,307	\$0	\$5,093,532	\$2,787,111	\$0	\$0	\$8,164,606
FTE	2.7	-	-	0.6	-	59.9	13.8	-	-	77.0
04 Academic Support										
Personal Services	\$7,822,218	\$0	\$0	\$4,947,584	\$0	\$0	\$2,731,007	\$0	\$120,676	\$15,621,484
Operating Expense	<u>\$102,441</u>	<u>\$0</u>	\$236,041	<u>\$5,755,867</u>	<u>\$0</u>	<u>\$108,843</u>	<u>\$2,368,629</u>	<u>\$0</u>	<u>\$169,597</u>	<u>\$8,741,419</u>
Subtotal	\$7,924,659	\$0	\$236,041	\$10,703,451	\$0	\$108,843	\$5,099,635	\$0	\$290,273	\$24,362,902
FTE	94.5	-	-	58.8	-	-	39.1	-	1.0	193.4
05 Student Services										
Personal Services	\$7,207,833	\$0	\$0	\$833,482	\$0	\$57,859	\$121,183	\$13,324	\$2,147,461	\$10,381,142
Operating Expense	<u>\$125,302</u>	<u>\$0</u>	<u>\$0</u>	<u>\$744,507</u>	<u>\$0</u>	\$105,423	<u>\$4,259,775</u>	<u>\$16</u>	<u>\$3,030,487</u>	<u>\$8,265,510</u>
Subtotal	\$7,333,135	\$0	\$0	\$1,577,989	\$0	\$163,283	\$4,380,958	\$13,340	\$5,177,948	\$18,646,652
FTE	108.2	-	-	10.8	-	1.0	2.0	0.2	22.9	145.1
06 Institutional Support										
Personal Services	\$7,175,764	\$0	\$0	\$1,282,341	\$0	\$0	\$2,116,583	\$0	\$443,105	\$11,017,793
Operating Expense	<u>\$170,069</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,481,491</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,436,047</u>	<u>\$0</u>	<u>\$373,827</u>	<u>\$6,461,434</u>
Subtotal	\$7,345,833	\$0	\$0	\$3,763,833	\$0	\$0	\$5,552,630	\$0	\$816,932	\$17,479,227
FTE	83.6	-	-	10.9	-	-	16.3	-	10.8	121.6
07 Operation & Maintenance of Plant										
Personal Services	\$3,965,931	\$0	\$0	\$421,532	\$0	\$0	\$2,997,940	\$0	\$285,936	\$7,671,338
Operating Expense	<u>\$2,353,631</u>	<u>\$87,983</u>	<u>\$0</u>	<u>\$265,317</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,293,656</u>	<u>\$0</u>	<u>\$338,192</u>	<u>\$4,338,780</u>
Subtotal	\$6,319,562	\$87,983	\$0	\$686,849	\$0	\$0	\$4,291,596	\$0	\$624,128	\$12,010,118
FTE	76.5	-	-	5.5	-	-	57.2	-	5.9	145.1
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$648,376	\$0	\$0	\$0	\$648,376
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$158,287</u>	<u>\$0</u>	<u>\$0</u>	<u>\$158,287</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$648,376	\$158,287	\$0	\$0	\$806,664
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$459,136	\$1,120,643	\$352,029	\$1,931,808
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$588,012</u>	<u>\$9,997,465</u>	<u>\$526,544</u>	<u>\$11,112,021</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,047,148	\$11,118,108	\$878,573	\$13,043,828
FTE	-	-	-	-	-	-	7.6	18.5	5.7	31.8
Total Operating Budget										
Personal Services	\$32,170,188	\$0	\$0	\$33,406,086	\$0	\$6,483,291	\$12,781,203	\$1,133,967	\$4,635,882	\$90,610,617
Operating Expense	<u>\$3,281,890</u>	<u>\$87,983</u>	<u>\$236,041</u>	<u>\$12,624,163</u>	<u>\$0</u>	<u>\$3,078,465</u>	<u>\$16,423,224</u>	<u>\$9,997,481</u>	<u>\$5,605,696</u>	<u>\$51,334,943</u>
Subtotal	\$35,452,078	\$87,983	\$236,041	\$46,030,249	\$0	\$9,561,756	\$29,204,427	\$11,131,448	\$10,241,578	\$141,945,560
FTE	421.8	-	-	353.2	-	72.1	156.1	18.7	58.0	1,079.9

Sanford School of Medicine FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$14,180,701	\$0	\$0	\$7,163,587	\$0	\$0	\$1,997,208	\$0	\$1,944,155	\$25,285,650
Operating Expense	<u>\$3,389,494</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,854,734</u>	<u>\$0</u>	<u>\$371,227</u>	<u>\$898,082</u>	<u>\$0</u>	<u>\$1,427,171</u>	<u>\$9,940,708</u>
Subtotal	\$17,570,195	\$0	\$0	\$11,018,320	\$0	\$371,227	\$2,895,290	\$0	\$3,371,326	\$35,226,358
FTE	131.0	-	-	57.1	-	-	8.2	-	17.2	213.5
02 Research										
Personal Services	\$0	\$0	\$0	\$40,096	\$0	\$2,498,357	\$400,055	\$0	\$0	\$2,938,508
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$35,900</u>	<u>\$0</u>	<u>\$4,442,735</u>	<u>\$203,519</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,682,154</u>
Subtotal	\$0	\$0	\$0	\$75,996	\$0	\$6,941,092	\$603,573	\$0	\$0	\$7,620,661
FTE	-	-	-	-	-	14.6	4.5	-	-	19.1
03 Public Service										
Personal Services	\$136,391	\$0	\$0	\$0	\$0	\$2,836,261	\$238,609	\$0	\$0	\$3,211,260
Operating Expense	<u>\$23,968</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,915,584</u>	<u>\$242,005</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,181,558</u>
Subtotal	\$160,359	\$0	\$0	\$0	\$0	\$4,751,845	\$480,614	\$0	\$0	\$5,392,818
FTE	1.6	-	-	-	-	33.0	3.6	-	-	38.2
04 Academic Support										
Personal Services	\$4,022,521	\$0	\$0	\$308,364	\$0	\$0	\$1,372,472	\$0	\$0	\$5,703,356
Operating Expense	<u>\$5,150</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,014,547</u>	<u>\$0</u>	<u>\$352,012</u>	<u>\$1,451,937</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,823,646</u>
Subtotal	\$4,027,671	\$0	\$0	\$1,322,911	\$0	\$352,012	\$2,824,409	\$0	\$0	\$8,527,002
FTE	31.3	-	-	1.6	-	-	15.0	-	-	48.0
05 Student Services										
Personal Services	\$981,202	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$981,202
Operating Expense	<u>\$1,471</u>	<u>\$0</u>	<u>\$0</u>	<u>\$85,294</u>	<u>\$0</u>	<u>\$0</u>	\$4,500	<u>\$0</u>	<u>\$0</u>	<u>\$91,265</u>
Subtotal	\$982,672	\$0	\$0	\$85,294	\$0	\$0	\$4,500	\$0	\$0	\$1,072,467
FTE	10.7	-	-	-	-	-	-	-	-	10.7
06 Institutional Support										
Personal Services	\$344,452	\$0	\$0	\$0	\$0	\$166,965	\$301,149	\$0	\$0	\$812,566
Operating Expense	<u>\$926</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,224</u>	<u>\$0</u>	<u>\$0</u>	\$1,051,786	<u>\$0</u>	<u>\$0</u>	<u>\$1,060,936</u>
Subtotal	\$345,378	\$0	\$0	\$8,224	\$0	\$166,965	\$1,352,934	\$0	\$0	\$1,873,502
FTE	4.9	-	-	-	-	-	7.1	-	-	12.0
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship	4-	1-		4-	1-	1-	1-		1-	1-
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget	440.000		1-			4	4			100 007 7 17
Personal Services	\$19,665,266	\$0	\$0	\$7,512,046	\$0	\$5,501,583	\$4,309,492	\$0	\$1,944,155	\$38,932,542
Operating Expense	<u>\$3,421,010</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,998,699</u>	<u>\$0</u>	<u>\$7,081,558</u>	<u>\$3,851,829</u>	<u>\$0</u>	<u>\$1,427,171</u>	<u>\$20,780,267</u>
Subtotal	\$23,086,276	\$0	\$0	\$12,510,745	\$0	\$12,583,141	\$8,161,321	\$0	\$3,371,326	\$59,712,809
FTE	179.5	-	-	58.8	-	47.7	38.4	-	17.2	341.5

ATTACHMENT II 13

USD Law School FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$887,964	\$0	\$0	\$1,553,996	\$0	\$0	\$90,521	\$0	\$44,070	\$2,576,551
Operating Expense	<u>\$57,784</u>	<u>\$0</u>	<u>\$0</u>	<u>\$213,909</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$271,693</u>
Subtotal	\$945,748	\$0	\$0	\$1,767,905	\$0	\$0	\$90,521	\$0	\$44,070	\$2,848,245
FTE	9.5	-	-	11.0	-	-	-	-	0.4	20.8
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$19,112	\$0	\$70,863	\$0	\$0	\$0	\$89,975
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,483</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,483</u>
Subtotal	\$0	\$0	\$0	\$19,112	\$0	\$73,346	\$0	\$0	\$0	\$92 <i>,</i> 458
FTE	-	-	-	0.2	-	0.8	-	-	-	1.0
04 Academic Support										
Personal Services	\$698,781	\$0	\$0	\$459,514	\$0	\$0	\$14,400	\$0	\$106,067	\$1,278,761
Operating Expense	<u>\$147,456</u>	<u>\$0</u>	<u>\$0</u>	<u>\$60,676</u>	<u>\$0</u>	<u>\$0</u>	<u>\$114,229</u>	<u>\$0</u>	<u>\$401,849</u>	<u>\$724,210</u>
Subtotal	\$846,237	\$0	\$0	\$520,190	\$0	\$0	\$128,629	\$0	\$507,916	\$2,002,972
FTE	8.2	-	-	2.1	-	-	-	-	1.2	11.5
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10,908</u>	<u>\$0</u>	<u>\$0</u>	<u>\$19,400</u>	<u>\$0</u>	<u>\$0</u>	<u>\$30,308</u>
Subtotal	\$0	\$0	\$0	\$10,908	\$0	\$0	\$19,400	\$0	\$0	\$30,308
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$1,586,745	\$0	\$0	\$2,032,622	\$0	\$70,863	\$104,921	\$0	\$150,137	\$3,945,288
Operating Expense	<u>\$205,240</u>	<u>\$0</u>	<u>\$0</u>	<u>\$285,493</u>	<u>\$0</u>	<u>\$2,483</u>	<u>\$133,629</u>	<u>\$0</u>	<u>\$401,849</u>	<u>\$1,028,694</u>
Subtotal	\$1,791,985	\$0	\$0	\$2,318,115	\$0	\$73,346	\$238,550	\$0	\$551,986	\$4,973,982
FTE	17.7	-	-	13.3	-	0.8	-	-	1.6	33.3

SD School for the Blind and Visually Impaired FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$1,490,553	\$0	\$0	\$0	\$0	\$34,664	\$195,000	\$0	\$0	\$1,720,217
Operating Expense	<u>\$95,086</u>	<u>\$0</u>	<u>\$70,400</u>	<u>\$0</u>	<u>\$0</u>	<u>\$37,119</u>	<u>\$21,200</u>	<u>\$0</u>	<u>\$0</u>	<u>\$223,805</u>
Subtotal	\$1,585,639	\$0	\$70,400	\$0	\$0	\$71,783	\$216,200	\$0	\$0	\$1,944,022
FTE	22.6	-	-	-	-	0.5	2.0	-	-	25.1
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$210,005	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$210,005
Operating Expense	<u>\$11,200</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$11,200</u>
Subtotal	\$221,205	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$221,205
FTE	3.0	-	-	-	-	-	-	-	-	3.0
05 Student Services										
Personal Services	\$639,637	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$639,637
Operating Expense	<u>\$52,000</u>	<u>\$0</u>	<u>\$5,600</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$71,475</u>	<u>\$0</u>	<u>\$0</u>	<u>\$129,075</u>
Subtotal	\$691,637	\$0	\$5,600	\$0	\$0	\$0	\$71,475	\$0	\$0	\$768,712
FTE	12.4	-	-	-	-	-	-	-	-	12.4
06 Institutional Support										
Personal Services	\$228,466	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$228,466
Operating Expense	<u>\$63,488</u>	<u>\$0</u>	<u>\$32,416</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$111,404</u>
Subtotal	\$291,954	\$0	\$32,416	\$0	\$0	\$0	\$15,500	\$0	\$0	\$339,870
FTE	4.0	-	-	-	-	-	-	-	-	4.0
07 Operation & Maintenance of Plant										
Personal Services	\$197,013	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$197,013
Operating Expense	<u>\$90,210</u>	<u>\$0</u>	<u>\$53,224</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$30,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$173,434</u>
Subtotal	\$287,223	\$0	\$53,224	\$0	\$0	\$0	\$30,000	\$0	\$0	\$370,447
FTE	4.2	-	-	-	-	-	-	-	-	4.2
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$2,765,673	\$0	\$0	\$0	\$0	\$34,664	\$195,000	\$0	\$0	\$2,995,337
Operating Expense	<u>\$311,984</u>	<u>\$0</u>	<u>\$161,640</u>	<u>\$0</u>	<u>\$0</u>	<u>\$37,119</u>	<u>\$138,175</u>	<u>\$0</u>	<u>\$0</u>	<u>\$648,918</u>
Subtotal	\$3,077,657	\$0	\$161,640	\$0	\$0	\$71,783	\$333,175	\$0	\$0	\$3,644,255
FTE	46.1	-	-	-	-	0.5	2.0	-	-	48.6

South Dakota School for the Deaf FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$920,424	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$920,424
Operating Expense	<u>\$279,500</u>	<u>\$0</u>	<u>\$5,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$34,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$318,500</u>
Subtotal	\$1,199,924	\$0	\$5,000	\$0	\$0	\$0	\$34,000	\$0	\$0	\$1,238,924
FTE	14.0	-	-	-	-	-	-	-	-	14.0
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$628,729	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$628,729
Operating Expense	<u>\$117,000</u>	<u>\$0</u>	<u>\$10,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$142,000</u>
Subtotal	\$745,729	\$0	\$10,000	\$0	\$0	\$0	\$15,000	\$0	\$0	\$770,729
FTE	7.5	-	-	-	-	-	-	-	-	7.5
06 Institutional Support										
Personal Services	\$234,645	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$234,645
Operating Expense	<u>\$279,211</u>	<u>\$0</u>	<u>\$133,550</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$351,906</u>	<u>\$0</u>	<u>\$0</u>	<u>\$764,667</u>
Subtotal	\$513,856	\$0	\$133,550	\$0	\$0	\$0	\$351,906	\$0	\$0	\$999,312
FTE	1.0	-	-	-	-	-	-	-	-	1.0
07 Operation & Maintenance of Plant										
Personal Services	\$95,446	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$95,446
Operating Expense	<u>\$337,223</u>	<u>\$0</u>	<u>\$105,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$12,800</u>	<u>\$0</u>	<u>\$0</u>	<u>\$455,023</u>
Subtotal	\$432,669	\$0	\$105,000	\$0	\$0	\$0	\$12,800	\$0	\$0	\$550,469
FTE	2.0	-	-	-	-	-	-	-	-	2.0
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	<u>\$0</u> \$0	\$0	\$0	<u>\$0</u> \$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$1,879,244	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,879,244
Operating Expense	<u>\$1,012,934</u>	<u>\$0</u>	<u>\$253,550</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$413,706</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,680,190</u>
Subtotal	\$2,892,178	\$0	\$253,550	\$0	\$0	\$0	\$413,706	\$0	\$0	\$3,559,434
FTE	24.5	-	-	-	-	-	-	-	-	24.5

Office of the Executive Director FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$3,074,744	\$0	\$0	\$0	\$0	\$0	\$52,819	\$0	\$0	\$3,127,563
Operating Expense	<u>\$1,213,023</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$375,508</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,588,531</u>
Subtotal	\$4,287,767	\$0	\$0	\$0	\$0	\$0	\$428,327	\$0	\$0	\$4,716,094
FTE	28.7	-	-	-	-	-	-	-	-	28.7
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	<u>\$0</u> \$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$3,074,744	\$0	\$0	\$0	\$0	\$0	\$52,819	\$0	\$0	\$3,127,563
Operating Expense	<u>\$1,213,023</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$375,508</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,588,531</u>
Subtotal	\$4,287,767	\$0	\$0	\$0	\$0	\$0	\$428,327	\$0	\$0	\$4,716,094
FTE	28.7	-	-	-	-	-	-	-	-	28.7

ATTACHMENT II 17

Regents Information Systems FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$1,020,683	\$0	\$0	\$0	\$0	\$0	\$1,544,227	\$0	\$0	\$2,564,910
Operating Expense	<u>\$2,737,717</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,876,683</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,614,400</u>
Subtotal	\$3,758,400	\$0	\$0	\$0	\$0	\$0	\$5,420,910	\$0	\$0	\$9,179,310
FTE	12.0	-	-	-	-	-	13.0	-	-	25.0
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$1,020,683	\$0	\$0	\$0	\$0	\$0	\$1,544,227	\$0	\$0	\$2,564,910
Operating Expense	<u>\$2,737,717</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$3,876,683	<u>\$0</u>	<u>\$0</u>	\$6,614,400
Subtotal	\$3,758,400	\$0	\$0	\$0	\$0	\$0	\$5,420,910	\$0	\$0	\$9,179,310
FTE	12.0	-	-	-	-	-	13.0	-	-	25.0

Regents Library Consortium FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$74,292	\$0	\$0	\$74,292
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$722,907</u>	<u>\$0</u>	<u>\$0</u>	<u>\$722,907</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$797,199	\$0	\$0	\$797,199
FTE	-	-	-	-	-	-	3.3	-	-	3.3
05 Student Services	40	40	40	40	40	40	40	40	40	40
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support	40	40	40	40	40	40	40	40	40	40
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant	ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo
Personal Services	\$0 ¢0	\$0 ¢0	\$0 ¢0	\$0 ¢0	\$0 ¢0	\$0	\$0 ¢0	\$0	\$0	\$0 ¢0
Operating Expense	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0
Subtotal	ŞU	\$U -	ŞU	ŞU	\$0 -	\$0	ŞU -	ŞU -	ېں -	
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship	\$0	¢0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Personal Services		\$0 \$0								
Operating Expense	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0
Subtotal	ŲÇ	ŲÇ	- -	ŲÇ	ŲÇ	ŲÇ	ŲÇ	ŲÇ	- -	ŞŪ
FTE 09 Auxilliary Enterprise	-	-	-	-	-	-	-	-	-	-
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Personal Services	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
Operating Expense	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>50</u> \$0	<u>\$0</u> \$0	<u>50</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0
Subtotal FTE	ŞU	ېن -	ŞU	ŞU	- -	ېن -	ŞU	ŞU	ŞU	Ş0 -
	-	-	-	-	-	-	-	-	-	-
Total Operating Budget	\$0	\$0	\$0	\$0	\$0	\$0	\$74,292	\$0	\$0	\$74,292
Personal Services							\$74,292 <u>\$722,907</u>			\$74,292 <u>\$722,907</u>
Operating Expense Subtotal	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	\$722,907 \$797,199	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$722,907</u> \$797,199
	γU	ŞŪ	ŞŪ	ŞU	ŞU	ŞU	3.3	ŞŪ	ŞŪ	3.3
FTE	-	-	-	-	-	-	5.5	-	-	5.5

System Issues FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$46,565	\$0	\$0	\$46,565
Operating Expense	\$3,363,647	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$574,447	\$7,541,515	<u>\$0</u>	<u>\$0</u>	\$11,479,609
Subtotal	\$3,363,647	\$0	\$0	\$0	\$0	\$574,447	\$7,588,080	\$0	\$0	\$11,526,174
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$8,596,636</u>	<u>\$30,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,759,479</u>	<u>\$0</u>	<u>\$0</u>	<u>\$41,059,232</u>
Subtotal	\$8,596,636	\$30,703,117	\$0	\$0	\$0	\$0	\$1,759,479	\$0	\$0	\$41,059,232
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$6,720,046</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,465,882</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,185,928</u>
Subtotal	\$6,720,046	\$0	\$0	\$0	\$0	\$0	\$1,465,882	\$0	\$0	\$8,185,928
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$46,565	\$0	\$0	\$46,565
Operating Expense	<u>\$18,680,329</u>	<u>\$30,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,447</u>	<u>\$10,766,876</u>	<u>\$0</u>	<u>\$0</u>	<u>\$60,724,769</u>
Subtotal	\$18,680,329	\$30,703,117	\$0	\$0	\$0	\$574,447	\$10,813,441	\$0	\$0	\$60,771,334
FTE	-	-	-	-	-	-	-	-	-	-

Enrollment Services Center FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										1-
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										1-
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services	40	40	40	<u> </u>		40	40	40	<u> </u>	<u> </u>
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support	¢454.000	ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo	¢ 45 4 600
Personal Services	\$454,600	\$0	\$0 ¢0	\$0	\$0	\$0	\$0	\$0 ¢0	\$0	\$454,600
Operating Expense	<u>\$70,717</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$70,717</u>
Subtotal	\$525,317	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$525,317
FTE	12.3	-	-	-	-	-	-	-	-	12.3
07 Operation & Maintenance of Plant	ćo	ćo	ćo	ćo	ćo	ćo	\$0	\$0	ćo	\$0
Personal Services	\$0 \$0	\$0 ¢0	\$0 \$0	\$0 ¢0	\$0 ¢0	\$0			\$0 ¢0	
Operating Expense	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0
Subtotal FTE	ŞU	ېن -	ېں -	ŞU	\$0 -	\$0	ŞU	ŞU	ېں -	ŞU
08 Scholarship & Fellowship	-	-	-	-	-	-	-	-	-	-
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>
Subtotal	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u>	<u>50</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0
FTE	- -	- -	ېر -	- -	- -	- -	- -	- -	ېر -	- -
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense Subtotal	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0
FTE	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
Total Operating Budget										
Personal Services	\$454,600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$454,600
Operating Expense	\$70,717	\$0 <u>\$0</u>	\$0 <u>\$0</u>		\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>	<u>\$70,717</u>
Subtotal	\$525,317	<u>\$0</u>	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	\$525,317
FTE	12.3	- -	-	- -	- -	-	-	- -	- -	12.3
	12.5									12.5

ATTACHMENT II

Academic Initiatives FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	<u>\$0</u>	<u>\$0</u>	\$0	<u>\$0</u>	<u>\$0</u>	\$0	\$0	<u>\$0</u>	\$0	<u>\$0</u>
FTE	- -	- -	- -	- -	- -	- -	- -	- -	-	- -
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0 <u>\$0</u>	\$0 <u>\$0</u>				\$0 <u>\$0</u>		\$0 <u>\$0</u>	\$0 <u>\$0</u>	\$0 <u>\$0</u>
Operating Expense Subtotal	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0	<u>\$0</u> \$0
FTE	ΟÇ	ŲÇ	- -	- -	ŲÇ	ŲÇ	ΟĘ	ŲÇ	- -	- -
06 Institutional Support	-			-	-	-	-		-	-
	\$0	\$0	\$0	\$0	\$0	\$0	\$210 711	\$0	¢Ω	\$210,711
Personal Services							\$210,711		\$0 \$0	
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,111,581</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,111,581</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,322,292	\$0	\$0	\$1,322,292
FTE	-	-	-	-	-	-	1.0	-	-	1.0
07 Operation & Maintenance of Plant	ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship	4.0	4.0	4.0	4.0	4.0	4.0	4.0	**	4.0	10
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$210,711	\$0	\$0	\$210,711
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,111,581</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,111,581</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,322,292	\$0	\$0	\$1,322,292
FTE	-	-	-	-	-	-	1.0	-	-	1.0

ATTACHMENT II

Board of Regents Office Total FY19 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$74,292	\$0	\$0	\$74,292
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$722,907</u>	<u>\$0</u>	<u>\$0</u>	<u>\$722,907</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$797,199	\$0	\$0	\$797,199
FTE	-	-	-	-	-	-	3.3	-	-	3.3
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$4,550,027	\$0	\$0	\$0	\$0	\$0	\$1,854,322	\$0	\$0	\$6,404,349
Operating Expense	<u>\$7,385,104</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,447</u>	<u>\$12,905,287</u>	<u>\$0</u>	<u>\$0</u>	<u>\$20,864,838</u>
Subtotal	\$11,935,131	\$0	\$0	\$0	\$0	\$574,447	\$14,759,609	\$0	\$0	\$27,269,187
FTE	53.0	-	-	-	-	-	14.0	-	-	67.0
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$8,596,636</u>	<u>\$30,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,759,479</u>	<u>\$0</u>	<u>\$0</u>	<u>\$41,059,232</u>
Subtotal	\$8,596,636	\$30,703,117	\$0	\$0	\$0	\$0	\$1,759,479	\$0	\$0	\$41,059,232
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$6,720,046</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,465,882</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,185,928</u>
Subtotal	\$6,720,046	\$0	\$0	\$0	\$0	\$0	\$1,465,882	\$0	\$0	\$8,185,928
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u> \$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$4,550,027	\$0	\$0	\$0	\$0	\$0	\$1,928,614	\$0	\$0	\$6,478,641
Operating Expense	<u>\$22,701,786</u>	<u>\$30,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,447</u>	<u>\$16,853,555</u>	<u>\$0</u>	<u>\$0</u>	<u>\$70,832,905</u>
Subtotal	\$27,251,813	\$30,703,117	\$0	\$0	\$0	\$574,447	\$18,782,169	\$0	\$0	\$77,311,546
FTE	53.0	-	-	-	-	-	17.3	-	-	70.3

Board of Regents System Total

GeneralSchool &FederalFederalFederalRoom &StudentAllProgramFundsHEFFPublic LandsTuitionAppropriatedRestrictedOtherBoardFeesFunds01 instructionStatent\$47,502,194\$0\$0\$118,609,373\$0\$912,640\$7,336,661\$0\$17,051,858\$19,142,726Operating Expense\$4,861,193\$0\$208,993\$18,909,536\$0\$1,502,629\$7,29,6147\$0\$10,379,261\$42,638,385Subtotal\$52,363,387\$0\$208,993\$18,699,536\$0\$2,415,269\$1,463,807\$0\$2,74,31,10\$2,34,051,113FTE\$500,000\$2,083,987\$0\$1,600,60\$1,540,67\$2,249,966\$1,0355,113\$0\$5,102\$4,709,255Personal Services\$2,289,7892\$0\$0\$1,502,69\$2,249,966\$1,0355,113\$0\$5,102\$4,709,255Operating Expense\$2,897,892\$0\$0\$1,502,69\$2,249,966\$1,0355,113\$0\$5,012\$4,709,255Personal Services\$2,897,892\$0\$0\$1,502,69\$2,249,966\$1,0355,113\$0\$5,012\$4,709,255Operating Expense\$66,113\$0\$7,77,45\$150,248\$2,110,000\$2,239,965\$15,832,05\$0\$0\$5,106,831Operating Expense\$66,613\$0\$7,77,45\$150,248\$3,650,67\$5,448,931\$2,618,831\$0\$5,012\$9,82,77,562
OI Instruction Personal Services \$47,502,194 \$0 \$0 \$118,609,373 \$0 \$912,640 \$7,336,661 \$0 \$17,051,858 \$191,412,726 Operating Expense \$4,861,193 \$0 \$208,993 \$18,390,163 \$0 \$1,502,629 \$7,296,147 \$0 \$10,379,261 \$42,638,385 Subtotal \$52,363,387 \$0 \$208,993 \$136,999,536 \$0 \$2,415,269 \$14,632,807 \$0 \$27,431,119 \$234,051,111 FTE 500.9 - - 1,146.2 - 10.5 50.1 - 168.3 1,876.1 OZ Research - 1,146.2 - 10.5 50.1 - 168.3 1,876.1 Operating Expense \$12,897,892 \$0 \$0 \$1,540,667 \$22,249,966 \$10,355,113 \$0 \$5,012 \$47,209,255 Operating Expense \$666,113 \$0 \$77,745 \$150,284 \$2,110,000 \$32,230,965 \$15,833,205 \$0 \$0
Personal Services\$47,502,194\$0\$0\$118,609,373\$0\$912,640\$7,336,661\$0\$17,051,858\$19,412,726Operating Expense\$4,861,193\$0\$208,993\$18,300,163\$0\$1,502,629\$7,296,147\$0\$10,379,261\$42,638,385Subtotal\$52,363,387\$0\$208,993\$136,999,536\$0\$2,415,269\$14,632,807\$0\$27,431,119\$234,051,111FTE500.91,146.2-10.550.1-168.31,876.1Oz ResearchPersonal Services\$12,897,892\$0\$0\$17,745\$160,606\$1,540,667\$22,249,966\$10,355,113\$0\$5,012\$47,209,255Operating Expense\$666,113\$0\$77,745\$150,284\$2,110,000\$32,230,965\$15,833,205\$0\$0\$51,068,312Subtotal\$13,564,005\$0\$77,745\$310,890\$3,650,667\$54,480,931\$26,188,318\$0\$5,012\$98,277,568FTE150.70.422.2109.479.6362.3
Operating Expense\$4,861,193\$0\$208,993\$18,390,163\$0\$1,502,629\$7,296,147\$0\$10,379,261\$42,638,385Subtotal\$52,363,387\$0\$208,993\$136,999,536\$0\$2,415,269\$14,632,807\$0\$27,431,119\$234,051,111FTE500.91,146.2-10.550.1-168.31,876.1Oz Research950\$12,897,892\$0\$0\$160,606\$1,540,667\$22,249,966\$10,355,113\$0\$5,012\$47,209,255Operating Expense\$666,113\$0\$77,745\$150,284\$2,110,000\$32,230,965\$15,833,205\$0\$0\$51,068,312Subtotal\$13,564,005\$0\$77,745\$310,890\$3,650,667\$54,480,931\$26,188,318\$0\$55,012\$98,277,568FTE150.70.422.2109.479.6362.3
Subtotal \$52,363,387 \$0 \$208,993 \$136,999,536 \$0 \$2,415,269 \$14,632,807 \$0 \$27,431,119 \$234,051,111 FTE 500.9 - - 1,146.2 - 10.5 50.1 - 168.3 1,876.1 OZ Research \$12,897,892 \$0 \$0 \$17,745 \$160,606 \$1,540,667 \$22,249,966 \$10,355,113 \$0 \$5,012 \$47,209,255 \$0perating Expense \$566,113 \$0 \$57,745 \$150,284 \$2,110,000 \$32,230,965 \$15,833,205 \$0 \$0 \$51,068,312 Subtotal \$13,564,005 \$0 \$77,745 \$310,890 \$3,650,667 \$54,480,931 \$26,188,318 \$0 \$5,012 \$98,277,568 Subtotal \$13,564,005 \$0 \$77,745 \$310,890 \$3,650,667 \$54,480,931 \$26,188,318 \$0 \$5,012 \$98,277,568 FTE 150.7 - - 0.4 22.2 109.4 79.6 - -
Subtotal \$52,363,387 \$0 \$208,993 \$136,999,536 \$0 \$2,415,269 \$14,632,807 \$0 \$27,431,119 \$234,051,111 FTE 500.9 - - 1,146.2 - 10.5 50.1 - 168.3 1,876.1 OZ Research \$12,897,892 \$0 \$0 \$17,745 \$160,606 \$1,540,667 \$22,249,966 \$10,355,113 \$0 \$5,012 \$47,209,255 \$0perating Expense \$566,113 \$0 \$57,745 \$150,284 \$2,110,000 \$32,230,965 \$15,833,205 \$0 \$0 \$51,068,312 Subtotal \$13,564,005 \$0 \$77,745 \$310,890 \$3,650,667 \$54,480,931 \$26,188,318 \$0 \$5,012 \$98,277,568 Subtotal \$13,564,005 \$0 \$77,745 \$310,890 \$3,650,667 \$54,480,931 \$26,188,318 \$0 \$5,012 \$98,277,568 FTE 150.7 - - 0.4 22.2 109.4 79.6 - -
O2 Research Personal Services \$12,897,892 \$0 \$160,606 \$1,540,667 \$22,249,966 \$10,355,113 \$0 \$5,012 \$47,209,255 Operating Expense \$666,113 \$0 \$77,745 \$150,284 \$2,110,000 \$32,230,965 \$15,833,205 \$0 \$0 \$51,068,312 Subtotal \$13,564,005 \$0 \$77,745 \$310,890 \$3,650,667 \$54,480,931 \$26,188,318 \$0 \$5,012 \$98,277,568 FTE 150.7 - - 0.4 22.2 109.4 79.6 - - 362.3
Personal Services \$12,897,892 \$0 \$0 \$160,606 \$1,540,667 \$22,249,966 \$10,355,113 \$0 \$5,012 \$47,209,255 Operating Expense \$666,113 \$0 \$77,745 \$150,284 \$2,110,000 \$32,230,965 \$15,833,205 \$0 \$0 \$5,012 \$47,209,255 Subtotal \$13,564,005 \$0 \$77,745 \$310,890 \$3650,667 \$54,480,931 \$26,188,318 \$0 \$5,012 \$98,277,568 FTE 150.7 - - 0.4 22.2 109.4 79.6 - - 362.3
Operating Expense \$666,113 \$0 \$77,745 \$150,284 \$2,110,000 \$32,230,965 \$15,833,205 \$0 \$0 \$0 \$51,068,312 Subtotal \$13,564,005 \$0 \$77,745 \$310,890 \$3,650,667 \$54,480,931 \$26,188,318 \$0 \$50,012 \$98,277,568 FTE 150.7 - - 0.4 22.2 109.4 79.6 - - 362.3
Subtotal \$13,564,005 \$0 \$77,745 \$310,890 \$3,650,667 \$54,480,931 \$26,188,318 \$0 \$5,012 \$98,277,568 FTE 150.7 - - 0.4 22.2 109.4 79.6 - - 362.3
FTE 150.7 0.4 22.2 109.4 79.6 362.3
03 Public Service
Personal Services \$10,444,879 \$0 \$0 \$308,063 \$1,743,181 \$11,296,415 \$7,990,680 \$0 \$0 \$31,783,218
Operating Expense \$581,120 \$0 \$25,451 \$2,277,811 \$5,536,812 \$10,202,087 \$0 \$0 \$18,623,282
Subtotal \$11,025,999 \$0 \$0 \$333,515 \$4,020,992 \$16,833,227 \$18,192,767 \$0 \$0 \$50,406,500
FTE 141.8 4.3 50.0 125.5 94.1 415.7
04 Academic Support
Personal Services \$26,239,102 \$0 \$15,462,330 \$0 \$300,053 \$5,606,529 \$0 \$1,564,692 \$49,172,706
Operating Expense \$555,283 \$0 \$596,138 \$13,501,611 \$0 \$568,623 \$7,715,683 \$0 \$3,314,536 \$26,251,875
Subtotal \$26,794,385 \$0 \$596,138 \$28,963,941 \$0 \$868,676 \$13,322,212 \$0 \$4,879,229 \$75,424,581
FTE 315.3 159.9 - 3.0 75.9 - 16.9 571.0
05 Student Services
Personal Services \$26,053,461 \$0 \$0 \$7,244,328 \$0 \$2,144,221 \$1,714,946 \$13,324 \$5,892,580 \$43,062,860
Operating Expense \$418,563 \$0 \$15,600 \$5,676,655 \$0 \$2,154,518 \$12,713,567 \$16 \$7,285,545 \$28,264,465
Subtotal \$26,472,025 \$0 \$15,600 \$12,920,983 \$0 \$4,298,739 \$14,428,513 \$13,340 \$13,178,125 \$71,327,325
FTE 388.1 98.9 - 35.5 23.0 0.2 69.2 614.9
06 Institutional Support
Personal Services \$31,407,386 \$0 \$199,852 \$9,883,000 \$0 \$271,988 \$14,883,105 \$0 \$737,724 \$57,383,056
Operating Expense \$8,955,340 \$0 \$687,925 \$13,167,619 \$0 \$574,447 \$22,603,656 \$0 \$1,369,057 \$47,358,044
Subtotal \$40,362,726 \$0 \$887,777 \$23,050,619 \$0 \$846,435 \$37,486,761 \$0 \$2,106,781 \$104,741,100
FTE 400.9 - 2.5 91.0 125.7 - 16.3 636.5
07 Operation & Maintenance of Plant
Personal Services \$18,340,576 \$0 \$1,424,600 \$0 \$5,400 \$5,971,664 \$0 \$409,779 \$26,152,019
Operating Expense \$17,747,368 \$31,046,984 \$158,224 \$3,941,309 \$0 \$0 \$13,674,051 \$0 \$770,929 \$67,338,866
Subtotal \$36,087,944 \$31,046,984 \$158,224 \$5,365,909 \$0 \$5,400 \$19,645,716 \$0 \$1,180,708 \$93,490,884
FTE 378.1 17.8 106.0 - 8.5 510.4
08 Scholarship & Fellowship
Personal Services \$0 \$0 \$0 \$0 \$1,490,437 \$0 \$0 \$1,490,437
Operating Expense \$6,720,046 \$0 \$0 \$0 \$0 \$866,675 \$2,043,883 \$0 \$7,000 \$9,637,603
Subtotal \$6,720,046 \$0 \$0 \$0 \$2,357,111 \$2,043,883 \$0 \$7,000 \$11,128,040
FTE · · · · · · · · ·
09 Auxilliary Enterprise
Personal Services \$0 \$0 \$0 \$111,327 \$0 \$47,010 \$3,078,464 \$6,587,831 \$2,307,184 \$12,131,816
Operating Expense \$0 \$0 \$0 \$0 \$12,370,875 \$39,277,329 \$2,612,497 \$54,310,800
Subtotal \$0 \$0 \$161,427 \$0 \$47,010 \$15,449,339 \$45,865,160 \$4,919,681 \$66,442,616
FTE 1.0 49.4 110.0 36.9 197.3
Total Operating Budget
Personal Services \$172,885,490 \$0 \$199,852 \$153,203,628 \$3,283,848 \$38,718,129 \$56,937,162 \$6,601,155 \$27,968,829 \$459,798,093
Operating Expense \$40,505,027 \$31,046,984 \$1,744,625 \$54,903,193 \$43,87,811 \$43,434,669 \$104,453,154 \$39,277,345 \$25,738,825 \$345,491,633 0.4 + + + 0.4 + + 0.4 + + 0.4 + + 0.4 + + 0.4 + + 0.4 + + 0.4 + + 0.4 + +
Subtotal \$213,390,517 \$31,046,984 \$1,944,477 \$208,106,821 \$7,671,659 \$82,152,798 \$161,390,316 \$45,878,500 \$53,707,654 \$805,289,726
FTE 2,275.8 - 2.5 1,519.5 72.2 283.9 604.0 110.2 316.1 5,184.2

National Association of College and University Business Officers (NACUBO)

Program 01 - Instruction	General academic instruction for each college (nursing, fine arts, engineering, etc.)
Program 02 – Research	EPSCoR Water Resources Institute Biostress Research
Program 03 – Public Services	Animal Disease Research & Diagnostic Lab Extension
Program 04 – Academic Support	Libraries Museums Academic Computing Support Academic Administration
Program 05 – Student Services	Student Services Administration Admissions Counseling Center Records & Registration Financial Aid Student Health Services Placement
Program 06 – Institutional Support	Administration & Finance (Budget, Research, Accounting) Human Resources University Relations Academic Affairs Legal Counsel
Program 07 – O&M of Plant	Physical Plant Administration Custodial Services/Building Maintenance Landscapes & Grounds Utilities
Program 08 – Scholarships/Fellowships	Perkins Loan Pell Grant Workstudy
Program 09 – Auxiliary Enterprises	Residence Halls Bookstores Food Services Student Union

Activities by Program

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 8 – I DATE: August 7-9, 2018

SUBJECT

BOR Policy 1:30 – Unmanned Aircraft Systems Policy Revisions (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:30 – Unmanned Aircraft Systems

BACKGROUND / DISCUSSION

The Board of Regents initially approved the system's <u>Unmanned Aircraft Systems (UAS)</u> <u>Policy</u> (BOR Policy 1:30) at its <u>April 2015 meeting</u>, which policy was subsequently revised at its <u>March 2017 meeting</u> to address a number of changes brought about by the rules issued by the Federal Aviation Administration on August 29, 2016, for non-hobbyist small unmanned aircraft operations – Part 107 of the Federal Aviation Regulations – which covered a broad range of commercial uses for drones weighing less than 55 pounds.

The current version of BOR Policy 1:30 classifies all UAS use as either "institutional UAS use" or "private UAS use". Institutional UAS use is defined as, "any UAS use by university employees or students as part of their university employment or as part of a university program" with private UAS use defined as, "all UAS operation that is not institutional UAS use, which includes model aircraft." Section C.7 of BOR Policy 1:30 goes on to set forth a number of restrictions applicable to private UAS use. The issue that brought about the proposed revisions is when universities contract with third parties for services that require the operation of UAS. This scenario does not fit squarely into the definition of institutional UAS use, but it was also not intended to be subject to the limitations imposed on private UAS use contained in the policy. As such, the revisions to BOR Policy 1:30 set forth in Attachment I are intended to address this issue by creating a new definition for "contracted UAS use" which is then excluded from the definition of private UAS use. Additionally, a new section C.8 imposes certain insurance requirement for all contractors or third parties conducting contracted UAS use.

(Continued)

DRAFT MOTION 20180807_8-I:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of BOR Policy 1:30 with the revisions as shown in Attachment I.

BOR Policy 1:30 Revisions August 7-9, 2018 Page 2 of 2

IMPACT AND RECOMMENDATION

The proposed revisions to BOR Policy set forth in Attachment I clarify the intent and remove the ambiguity regarding the treatment of contractors or third parties conducting contracted UAS use for institutional purposes. First and final reading is sought to rectify the uncertainty in an expedited manner.

Staff recommends approval.

ATTACHMENTS

Attachment I – BOR Policy 1:30 – Unmanned Aircraft Systems Policy Revisions

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Unmanned Aircraft Systems Policy

NUMBER: 1:30

A. <u>PURPOSE</u>

To provide for the requisite oversight and authority for the operation of UAS, guidance concerning the appropriate operation of and uses for UAS, and to protect them from abuse and from unlawful or other misuse.

B. <u>DEFINITIONS</u>

- 1. Certificate of Authorization (COA): Pursuant to Federal Aviation Administration ("FAA") regulations, the COA is an authorization issued by the Air Traffic Organization to a public operator for a specific UAS activity.
- **<u>2.</u>** Civil Operations: Any UAS operations that are not "public operations" are civil operations. All UAS operations for commercial purposes, including university business, teaching and research, unless otherwise noted herein, are civil operations.
- **2.3.Contracted UAS Use:** All UAS use conducted by contractors or third parties for institutional purposes pursuant to a contract with the university.
- **3.4. Institutional Airspace:** Includes that portion of the air space between the surface of the ground and 300 feet above the ground or above a building or structure erected on the university property.
- **4.5. Institutional UAS Use:** Any UAS operation by university employees or students as part of their university employment or as part of a university program.
- 5.6.Model Aircraft: UAS that is (1) flown for hobby or recreational purposes, per section 336(c) of the FAA Modernization and Reform Act of 2012 and any amendments thereto; (2) capable of sustained flight in the atmosphere; and (3) flown within visual line of sight of the aircraft operator. Model aircraft must not exceed 55 pounds and require FAA registration and appropriate marking prior to any flight operation.
- **6.7.Part 107:** FAA final rule on Operation and Certification of Small Unmanned Aircraft Systems, 49 CFR Part 107 and any amendments thereto. This rule governs civil operations of small UAS weighing less than 55 pounds by a Remote Pilot in Command or under the direct supervision of a certified Remote Pilot. Part 107 does not apply to model aircraft.
- **7.8. Private UAS Use:** All UAS operation that is not institutional UAS use <u>or contracted UAS</u> <u>use</u>, which includes model aircraft.
- **8.9.Public Operations:** Include those aircraft owned and operated by government or public entities for governmental purposes and which are not operated under Part 107.

- **9.10.** Section 333 Exemption: FAA exemption from certain approval requirements based on Section 333 of the FAA Modernization and Reform Act of 2012 and any amendments thereto, which grants the Secretary of Transportation the authority to determine whether an airworthiness certificate is required for a UAS to operate safely in the National Airspace System.
- **10.11. Unmanned Aircraft Systems ("UAS"):** Unmanned aircraft and their associated elements (including communication links and the components that control the unmanned aircraft) that are required for the pilot in command to safely and efficiently operate the unmanned aircraft.

C. <u>POLICY</u>

1. Compliance with Federal Aviation Administration Regulations

The FAA has jurisdiction over all navigable airspace in the United States. All aircraft, whether manned or unmanned, are subject to FAA rules and regulations. All university employees, <u>contractors, third parties</u>, students and visitors <u>operating UAS governed by this</u> <u>policy</u> are responsible for complying with FAA regulations, state and federal laws, and university policies with respect to private UAS use in institutional airspace or institutional UAS use.

2. Establishment of Institutional Administration

Each institution that intends to operate UAS shall develop, implement and administer specific policies and procedures as necessary to comply with this policy and the requirements of state and federal law and designate an institutional office to assume responsibility for overseeing institutional-UAS compliance. The designated institutional office's responsibilities shall include, but are not limited to, providing oversight and approval of institutional UAS use under Part 107, administering requests to pursue a COA or Section 333 exemption on behalf of an institutional unit, and ensuring compliance of institutional UAS use operating under a COA or Section 333 exemption.

3. Institutional UAS Use

Institutional UAS use must be conducted under Part 107 or by obtaining a Section 333 exemption or COA from the FAA. Any institutional UAS use permissible under Part 107 shall be considered a Civil Operation and governed by Part 107 unless the designated institutional office determines that a COA or Section 333 exemption is necessary and appropriate. Prior to granting approval for any institutional UAS use the designated institutional office must: (1) ensure the UAS operation is authorized under Part 107, a Section 333 exemption, or a COA; (2) obtain adequate insurance coverage; (3) ensure each person controlling the UAS has received the requisite training, certification or licensure; and (4) establish and document such additional training, maintenance, logging and control procedures as may be required under FAA policy and guidance.

4. Institutional UAS Use Pursuant to Part 107

Any institutional UAS use permissible under Part 107 may be declared a Civil Operation and conducted in accordance with Part 107. Authorization to fly may be given by the

designated institutional office upon completion of the documentation necessary to demonstrate compliance with the provisions of this policy and with the Part 107 pre-flight requirements. Operators must comply with all Part 107 requirements and restrictions, except to the extent that a waiver has been granted by the FAA and approved by the designated institutional office. The FAA summary of the Part 107 parameters is set forth in Appendix A.

5. Institutional UAS Use Pursuant to a COA

The FAA may grant permission to institutions to operate UAS, so long as their use qualifies as a government function under 49 USC §40125 and any amendments thereto. If an institution intends to operate UAS for a government function that cannot be conducted under Part 107, the institution must apply for and be granted a COA from the FAA. Government uses for purposes of the COA include research in furtherance of core governmental functions, institutional security, facilities maintenance, institutional relations and activities provided to the public at no cost incidental to an institution's public service mission.

The designated institutional office shall be responsible for determining if institutional UAS use conducted outside of Part 107 is necessary and appropriate, and if so, for pursuing a COA for such activity. COAs are only available to government agencies or public entities for operations that are considered public operations. *COAs cannot be granted to public institutions for education or training since these applications are considered commercial in nature*. A COA is granted to the institution, not to individuals. Data acquired through the use of the UAS belongs to the institution and not to the individual.

Due to the potential legal and risk management issues involved in managing a COA, the designated institution office must conduct due diligence, considering the need, any available alternative(s) and the pros and cons associated therewith, prior seeking a COA.

6. Institutional UAS Use pursuant to a Section 333 Exemption

Any institution wishing to engage in civil operations that are not permissible under Part 107 must pursue a Section 333 exemption. The designated institutional office shall be responsible for determining if institutional UAS use conducted outside of Part 107 is necessary and appropriate, and if so, for pursing a Section 333 exemption for such activity.

7. Private UAS Use within institutional airspace

All private UAS use in institutional airspace requires prior approval and may not interfere with the use of institutional grounds. If an institution has not designated an institutional office to oversee UAS compliance, permission for private UAS use within institutional airspace shall be requested through the institutional office that administer requests for private use of institutional facilities.

The following restrictions apply to the time, place, and manner of private UAS use:

- **7.1.** Only with prior permission;
- 7.2. Only during daylight hours;
- **7.3.** Within full view and control of operator;

- 7.4. Not during outdoor institutional events;
- **7.5.** Not over outdoor athletic facilities or any portion of the campus grounds within a 1,320-foot radius of the facility;
- **7.6.** Not within 300 feet of buildings;
- 7.7. Not within 150 feet of persons or animals; and
- 7.8. Not in a manner which interferes with ground vehicles or traffic.

8. Contracted UAS Use

All contractors or third parties conducting contracted UAS use must provide the university with proper proof of insurance evidencing insurance coverage. The default coverage limit shall be \$1,000,000 minimum coverage per occurrence, but the institution may approve a different coverage limit in writing and include such limit in the contract.

8.9. UAS Compliance with Other Policies

This policy is to be read in conjunction with institutional policies regarding conduct while on institutional grounds and utilizing institutional resources.

FORMS / APPENDICES:

Appendix A (FAA News – June 21, 2016)

SOURCE:

BOR March-April 2015; BOR March 2017; BOR August 2018.

Unmanned Aircraft Systems Policy

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 8 – J (1) **DATE: August 7-9, 2018**

SUBJECT

NSU Easement Resolution – City of Aberdeen

CONTROLLING STATUTE, RULE, OR POLICY SDCL 5-2-10 & 5-2-11

BACKGROUND / DISCUSSION

Northern State University (NSU) requests that the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to the City of Aberdeen for street right-of-way, water, sanitary and storm sewers, drainage, and other utilities or structures associated with the operation and maintenance of street. The proposed easement is consistent with and supports NSU's campus development plans on campus. The existing street is extremely narrow and will not adequately accommodate the increased traffic flow that is projected to result from the construction of the Great Plains East and Great Plains West residence halls and associated parking lot.

IMPACT AND RECOMMENDATION

NSU requests the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to the City of Aberdeen to expand Herret Street from 40 to 60 feet between 15th Avenue SE and 17th Avenue SE. The requested easement will accommodate the increased traffic flow projected from the new developments on campus.

Staff recommends approval.

ATTACHMENTS

Attachment I – Resolution Requesting the Grant of an Easement to the City of Aberdeen

Attachment I, Exhibit I – Draft Easement to the City of Aberdeen

DRAFT MOTION 20180807 8-J(1):

I move to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein.

RESOLUTION

Resolution requesting the grant of an easement on, over and in portions of the land occupied by Northern State University for the use and benefit of the City of Aberdeen for street/highway right-of-way purposes.

The South Dakota Board of Regents (hereinafter referred to as "Grantor"), on behalf of the Northern State University, in consideration of one dollar (\$1) and other good and valuable consideration, and pursuant to the authority vested in Grantor under SDCL § 5-2-11, hereby requests the Commissioner of School and Public Lands to draw up all necessary documents and to forward them to the Governor to request their execution in order to grant to the City of Aberdeen, an easement for street/highway right-of-way, water, sanitary and storm sewers, drainage, other utilities or structures associated with the operation and maintenance of the street/highway and currently described as:

The West Twenty feet (20') of Lot One (1), Lot Two (2) and Lot (3) of Light's Addition to the City of Aberdeen, a part of the Southeast Quarter (SE1/4) of Section Twenty-four (S24), Township One Hundred Twenty-three North (T.123 N.), Range Sixty-four West (R.64 W.) of the Fifth (5th) Principal Meridian, Brown County, South Dakota, as more full shown on Exhibit A of Exhibit I to this resolution, attached hereto and incorporated herein as if set forth in full.

Grantor requests that any grant of easement be consistent with, or responsive to the issues identified, in the draft grant of easement prepared by the Office of School and Public Lands and attached hereto as Exhibit I, without restricting the ability of the parties to further negotiate the details of the final document(s) and legal description of the easement area(s).

Grantor requests that any grant of easement provides that Grantor shall not be liable for any personal injury, property damage, or other liability to Grantee, its agents, employees, invitees, or to any other party caused by or related to Grantee's use of the premises, irrespective of how such injury or damage may be caused, whether by action of the elements or acts of negligence of Grantee or any other party, and that Grantee further agree to reimburse Grantor for any judgment against it arising from Grantee's use of the property.

Dated this 9th day of August, 2018 SOUTH DAKOTA BOARD OF REGENTS By Kevin Schieffer President Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board in Pierre, South Dakota, on the $\underline{9^{\#}}$ day of August, 2018, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this $\underline{q^{*}}$ day of August, 2018

SOUTH DAKOTA BOARD OF REGENTS

log By Jim Morgan

Secretary

EXHIBIT I

This document prepared by: Office of School and Public Lands (605)773-3303 500 East Capitol Avenue Pierre, South Dakota 57501-5070

STATE OF SOUTH DAKOTA PERMANENT EASEMENT

THIS EASEMENT is made and entered by and between the State of South Dakota acting through its Governor and Commissioner of School and Public Lands on behalf of the South Dakota Board of Regents, 500 East Capitol, Pierre, South Dakota, 57501[the "State"] and between the City of Aberdeen, 123 South Lincoln Street, Aberdeen, SD 57401 [the "City"].

WHEREAS the City is desirous of acquiring a permanent easement for the purpose of constructing a city street/highway and associated structures and facilities above and below the surface of the proposed easement area upon land belonging to the State, and the State is desirous of cooperating with the City for said easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of One dollar (\$1.00), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to the City a permanent easement for the following described purposes: the right to install, repair, maintain, alter, and operate a street/highway, including curb and gutter, drainage, sanitary sewer, storm sewer, water, other utilities, sidewalks, street lights, stop lights, signs and other facilities or structures associated with the operation and maintenance of the street/highway through, under and across the following legally described real estate within the County of Brown, State of South Dakota (the "Easement Area"):

The West Twenty feet (20') of Lot One (1), Lot Two (2) and Lot (3) of Light's Addition to the City of Aberdeen, a part of the Southeast Quarter (SE1/4) of Section Twenty-four (S24), Township One Hundred Twenty-three North (T.123 N.), Range Sixty-four West (R.64 W.) of the Fifth (5th) Principal

Meridian, Brown County, South Dakota, as more full shown on Exhibit A, attached hereto and incorporated herein as if set forth in full.

2. The City agrees that any construction will not interfere unnecessarily with the State's use of its adjoining property and will not endanger or injure any improvements thereon.

3. The City further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the street/highway, water, storm and sanitary sewers, and other utilities or structures installed by the city and associated with the operation and maintenance of the street/highway.

4. The City further understands and agrees, that to the extent provided by South Dakota law it shall be liable for all damages caused by the construction, operation, maintenance, enlargement, upgrade, repair, alteration, removal or replacement of the street/highway, water, storm and sanitary sewers, and other utilities or structures installed by the city and associated with the operation and maintenance of the street/highway.

5. The City further understands and agrees that the State has and retains the right to lease, sell or otherwise convey the Easement Area, or any part thereof, provided, however, that this Easement shall remain in full force and effect until the expiration of the term hereof notwithstanding such lease, sale or conveyance. In addition, the above-described easement is subject to a reservation of further easements and rights-of way for irrigation ditches and canals, as provided by South Dakota Codified Laws 5-4-2, so long as they do not infringe upon the rights granted hereunder. The State agrees to notify and receive approval from the City of any additional easements and rights-of-way granted in the exclusive Easement Area. This Easement is also subject to a reservation of rights relating to deposits of coal, ores, metal and other minerals, asphaltum, oil, gas and like substances provided South Dakota Constitution Art. VIII, §19, South Dakota Codified Laws 5-7-3 to 5-7-6, inclusive and South Dakota Codified Laws 5-2-12, and in any law of the State of South Dakota reserving any rights of any kind in said State or any of its departments, institutions, subdivisions, funds or accounts.

6. In consideration of this Easement, the City will not impose special assessments on the State to pay for connection costs to City utilities that may be associated with the development of the above describe area. Nothing in this Permanent Easement forecloses the City and State from entering into a negotiated Agreement to address the costs incurred by the City in installing street, sidewalk, and city utility improvements. The State or its tenants will be responsible for normal upkeep, such as snow removal, on the sidewalk.

7. The land herein described is to be used for street/highway right-ofway, water, sanitary and storm sewers, drainage, other utilities or structures associated with the operation and maintenance of the street/highway and no other purpose whatsoever, and that should the above described real property granted by this Easement cease to be used for highway purposes for two consecutive years, this Easement reverts to the State or its successor and assigns.

8. This Easement is governed by and shall be construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

9. This Easement shall be binding upon the heirs, executors, administrators, assigns and successors in interest of the parties hereto.

IN WITNESS WHEREOF, the parties have executed this Easement on this _____ day of ______, 2018.

STATE OF SOUTH DAKOTA

BY: _____

Dennis Daugaard Governor

ATTEST:

Ryan Brunner Commissioner of School and Public Lands

CITY OF ABERDEEN

BY: _____

Mike J. Levsen Mayor

ATTEST:

City Clerk

ACKNOWLEDGMENTS

) ss

) ss

)

STATE OF SOUTH DAKOTA

COUNTY OF HUGHES

On this _____ day of ______, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared Dennis Daugaard, Governor, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA

COUNTY OF HUGHES

On this _____ day of ______, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared Ryan Brunner, Commissioner of South Dakota School and Public Lands, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Public

Notary Seal

Commission Expires

STATE OF SOUTH DAKOTA)) ss

COUNTY OF BROWN

On this _____ day of ______, 2018, before me, the undersigned officer, personally appeared Mike J. Levsen, who acknowledged himself to be the Mayor of the City of Aberdeen, and that he, as Mayor, being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of the City by himself as Mayor.

Notary Public

Notary Seal

Commission Expires

STATE OF SOUTH DAKOTA

COUNTY OF BROWN

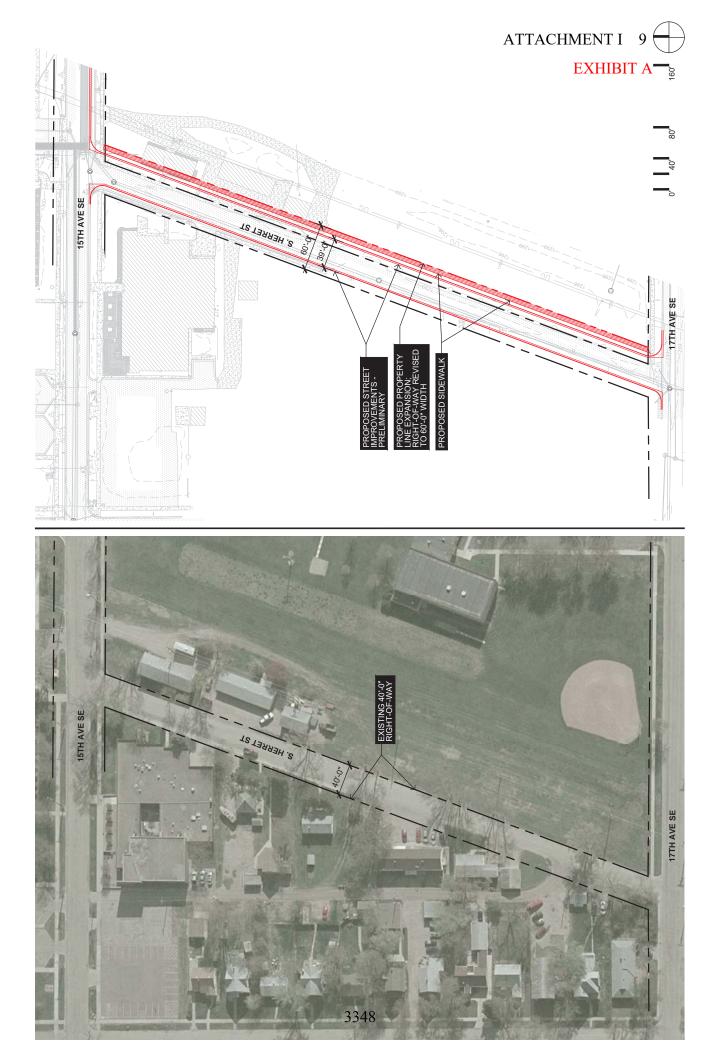
On this _____ day of ______, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared _______, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

) ss

Notary Public

Notary Seal

Commission Expires



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 8 – J (2) DATE: August 7-9, 2018

SUBJECT

NSU Easement Resolution – Northwestern Energy

CONTROLLING STATUTE, RULE, OR POLICY

SDCL <u>5-2-10</u> & <u>5-2-11</u>

BACKGROUND / DISCUSSION

Northwestern Corporation (d/b/a Northwestern Energy) is seeking to obtain an easement to install, maintain and operate underground electrical cables within land occupied by Northern State University (NSU). Power is currently provided via an overhead powerline that runs across NSU's property adjacent to Herret Street between 15th Avenue SE and 17th Avenue SE. The proposed underground line will optimize the development of the area, including the accommodation of adequate parking. The new underground electrical line does not unnecessarily interfere with NSU's use of the land.

IMPACT AND RECOMMENDATION

NSU requests that the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to Northwestern Energy to construct, reconstruct, operate, repair and maintain underground electrical cables and all appurtenances thereto. The foregoing will address the electrical needs of NSU while also optimizing the development of the area.

Staff recommends approval.

ATTACHMENTS

Attachment I – Resolution Requesting the Grant of an Easement to Northwestern Energy

Attachment I, Exhibit I – Draft Easement to Northwestern Energy

DRAFT MOTION 20180807_8-J(2):

I move to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein.

RESOLUTION

Resolution requesting the grant of an easement through, under, in, on, and across portions of land occupied by Northern State University for the use and benefit of Northwestern Corporation (d/b/a Northwestern Energy).

The South Dakota Board of Regents (hereinafter referred to as "Grantor"), on behalf of Northern State University, in consideration of one dollar (\$1) and other good and valuable consideration, and pursuant to the authority vested in Grantor under SDCL § 5-2-11, hereby requests the Commissioner of School and Public Lands to draw up all necessary documents and to forward them to the Governor to request their execution in order to grant to Northwestern Corporation (d/b/a Northwestern Energy), an easement to construct, reconstruct, operate, repair, and maintain underground electrical cables and all appurtenances thereto through, under, in, on, and across the following described property:

The East Ten feet (10') of the West Thirty feet (30') of Lot One (1), Lot Two (2) and Lot (3) of Light's Addition to the City of Aberdeen, a part of the Southeast Quarter (SE1/4) of Section Twenty-four (S24), Township One Hundred Twenty-three North (T.123 N.), Range Sixty-four West (R.64 W.) of the Fifth (5th) Principal Meridian, Brown County, South Dakota, as more full shown on Exhibit A of Exhibit I to this resolution, attached hereto and incorporated herein as if set forth in full.

Grantor requests that any grant of easement be consistent with, or responsive to, the issues identified in the draft grant of easement prepared by the Office of School and Public Lands and attached hereto as Exhibit I, without restricting the ability of the parties to further revise and finalize the details of the final document(s).

Grantor requests that any grant of easement provides that Grantor shall not be liable for any personal injury, property damage, or other liability to Grantee, its agents, employees, invitees, or to any other party caused by or related to Grantee's use of the premises, irrespective of how such injury or damage may be caused, whether by action of the elements or acts of negligence of Grantee or any other party, and that Grantee further agree to reimburse Grantor for any judgment against it arising from Grantee's use of the property.

Dated this 9^{\pm} day of August, 2018

SOUTH DAKOTA BOARD OF REGENTS By Schieffer Kevin President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board in Pierre, South Dakota, on the $\underline{q^{*}}$ day of August, 2018, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this $\underline{9^{t^{\star}}}$ day of August, 2018

SOUTH DAKOTA BOARD OF REGENTS

22 By 2 Jim Morgan

Secretary

EXHIBIT I

This document prepared by: Office of School and Public Lands (605)773-3303 500 East Capitol Avenue Pierre, South Dakota 57501-5070

STATE OF SOUTH DAKOTA PERMANENT EASEMENT

THIS EASEMENT is made and entered by and between the State of South Dakota acting through its Governor and Commissioner of School and Public Lands on behalf of the South Dakota Board of Regents, 500 East Capitol, Pierre, South Dakota, 57501[the "State"] and between Northwestern Corporation, a Delaware Corporation, d/b/a Northwestern Energy, 600 Market Street W., Huron, South Dakota, 57350 ["Northwestern Energy"].

WHEREAS Northwestern Energy is desirous of acquiring a permanent easement for the purpose of installing, maintaining and operating underground electrical cables along with all appurtenances thereto upon land belonging to the State, and the State is desirous of cooperating with Northwestern Energy for said easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of One dollar (\$1.00), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to Northwestern Energy a permanent easement for the following described purposes: constructing, reconstructing, operating, repairing, and maintaining underground electrical cables and all appurtenances thereto through, under, in, on and across the following legally described real estate within the County of Brown, State of South Dakota (the "Easement Area"):

The East Ten feet (10') of the West Thirty feet (30') of Lot One (1), Lot Two (2) and Lot (3) of Light's Addition to the City of Aberdeen, a part of the Southeast Quarter (SE1/4) of Section Twenty-four (S24), Township One Hundred Twenty-three North (T.123 N.), Range Sixty-four West (R.64 W.) of the Fifth (5th) Principal Meridian, Brown County, South Dakota, as

further shown in Exhibit A, a copy of which is attached hereto and incorporated into this agreement, the same as if written at length herein.

2. Northwestern Energy agrees that any construction will not interfere unnecessarily with the State's use of its adjoining property and will not endanger or injure any improvements thereon. The State reserves the right to utilize the Property for all purposes not inconsistent with the easement rights herein conveyed. The State and / or Northwestern Energy may enter upon the above described property for the purposes of effectuating the grant of and reserved rights in this easement.

3. Northwestern Energy further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the underground electrical cables and all appurtenances thereto installed by Northwestern Energy and associated with the operation and maintenance of said cables. The underground cables and all appurtenances thereto shall be constructed in a good and workmanlike manner, and all disturbed area shall be restored to a finished grade, per plans and specifications.

4. Northwestern Energy further understands and agrees, that to the extent provided by South Dakota law it shall be liable for all damages caused by the construction, operation, maintenance, enlargement, upgrade, repair, alteration, removal or replacement of the underground electrical cables and all appurtenances thereto installed by Northwestern Energy and associated with the operation and maintenance of said cables and Northwestern Energy agrees to indemnify, defend, and hold the State harmless for the same. Nothing in this agreement shall be read to waive Grantor's sovereign immunity.

5. Northwestern Energy further understands and agrees that the State has and retains the right to lease, sell or otherwise convey the Easement Area, or any part thereof, provided, however, that this Easement shall remain in full force and effect until the expiration of the term hereof notwithstanding such lease, sale or conveyance. In addition, the above-described easement is subject to a reservation of further easements and rights-of way for irrigation ditches and canals, as provided by South Dakota Codified Laws 5-4-2, so long as they do not infringe upon the rights granted hereunder. This Easement is also subject to a reservation of rights relating to deposits of coal, ores, metal and other minerals, asphaltum, oil, gas and like substances provided South Dakota Constitution Art. VIII, §19, South Dakota Codified Laws 5-7-3 to 5-7-6, inclusive and South Dakota Codified Laws 5-2-12, and in any law of the State of South Dakota reserving any rights of any kind in said State or any of its departments, institutions, subdivisions, funds or accounts.

2

6. In consideration of this Easement, Northwestern Energy will not impose special assessments on the State to pay for connection costs to Northwestern Energy that may be associated with the development of the above describe area.

7. The land herein described is to be used for the underground electrical cables and all appurtenances thereto associated with the operation and maintenance of said cables and no other purpose whatsoever, and that should the above described real property granted by this Easement cease to be used for said purposes for two consecutive years, this Easement reverts to the State or its successor and assigns.

8. This agreement and attachments shall constitute the entire agreement between the State and Northwestern Energy. This agreement supersedes any other written or oral agreements between the State and Northwestern Energy pertaining to the Easement Area, or any portion thereof. This agreement can be modified only in writing and signed by the State and Northwestern Energy or their respective heirs, representatives, executors, administrators, successors and assigns. This easement is granted subject to all existing rights of way and easements over and upon the property.

9. This easement shall be binding upon the heirs, executors, administrators, assigns, and successors in interest of the parties hereto.

10. This Easement is governed by and shall be construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

IN WITNESS WHEREOF, the parties have executed this Easement on this _____ day of ______, 2018.

STATE OF SOUTH DAKOTA

BY: _____

Dennis Daugaard Governor

ATTEST:

Ryan Brunner

3

Commissioner of School and Public Lands

NORTHWESTERN ENERGY

BY:

ATTEST:

ACKNOWLEDGMENTS

)) ss

)

)

STATE OF SOUTH DAKOTA

COUNTY OF HUGHES

On this _____ day of ______, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared Dennis Daugaard, Governor, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA)) ss

COUNTY OF HUGHES

On this _____ day of ______, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared Ryan Brunner, Commissioner of South Dakota School and Public Lands, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Public

Notary Seal

Commission Expires

STATE OF SOUTH DAKOTA)) ss

COUNTY OF _____)

On this _____ day of ______, 2018, before me, the undersigned officer, personally appeared ______, who acknowledged him/herself to be the ______ of Northwestern Energy, and that s/he, as ______, being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of Northwestern Energy, as _____.

Notary Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA

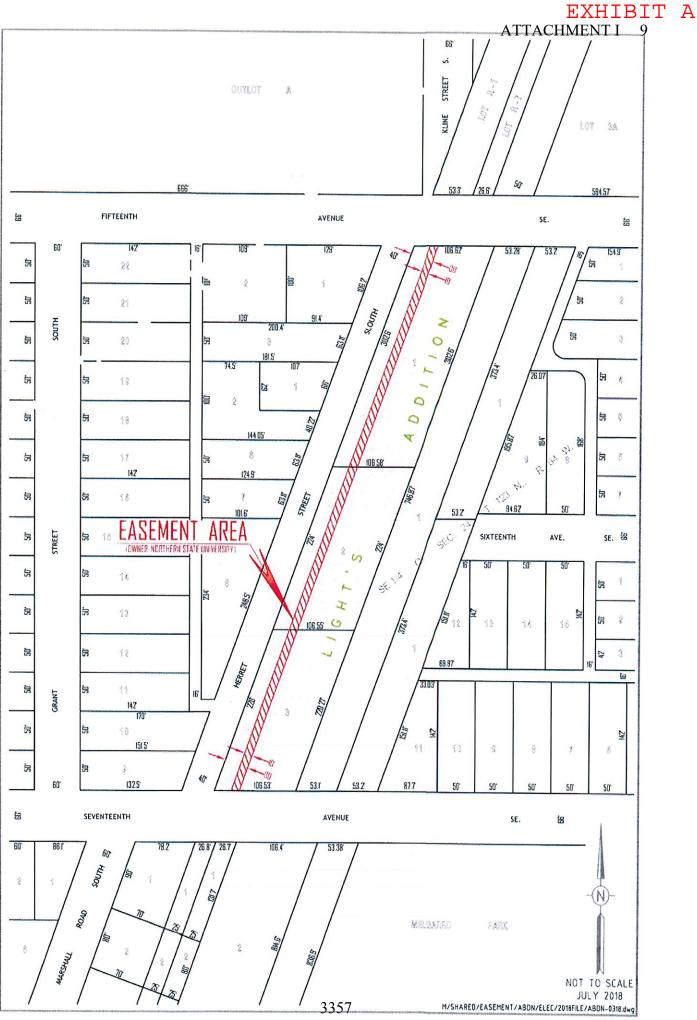
On this ____ day of _____, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared ______, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Public

Notary Seal

Commission Expires

5



E

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 8 – K DATE: August 7-9, 2018

SUBJECT

DSU Donation Agreement

THE BOARD OFFICE RECEIVED THIS BOARD ITEM REQUEST LATE AND HAS NOT HAD TIME TO CONDUCT A THOROUGH REVIEW OF THE DRAFT AGREEMENT. HOWEVER, DSU INDICATED TIME IS OF THE ESSENCE AND BOARD APPROVAL AT THIS MEETING IS ESSENTIAL. THE DRAFT MOTION WOULD AUTHORIZE DSU TO FINALIZE THE DRAFT AGREEMENT AND TO EXECUTE THE FINAL AGREMENT UPON THE APPROVAL OF THE EXECUTIVE DIRECTOR.

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts BOR Policy 6:13 – Facilities Use by Private Parties

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to proceed with finalizing and executing the Sanford Health Donation Agreement set forth in Attachment I (Donation Agreement). Pursuant to the terms of the Donation Agreement, Sanford Health will contribute \$5,000,000, payable in ten (10) annual installment payments to the DSU Foundation. Given the dollar amount involved and associated commitments, Board approval of this agreement is necessary. In exchange for the donation, Sanford Health would receive an exclusive "health care presence" (Section 2 of Attachment I) and exclusive "health care presence" advertising and signage recognition (Section 3 of Attachment I) at the DSU Memorial Fieldhouse and DSU Trojan Field for a term of ten (10) years, with a subsequent three (3) year right of first refusal (Section 4 of Attachment I) following the initial ten (10) years. "Health care presence" includes, but is not limited to:

"...businesses and/or entities that operate a hospital and/or clinic, which provides any health care services of any kind including, without limitation, a clinic such as

(Continued)

DRAFT MOTION 20180807_8-K:

I move to authorize DSU to proceed with finalizing the draft agreement set forth in Attachment I and to execute the final agreement upon the approval of the Executive Director.

DSU Donation Agreement August 7-9, 2018 Page 2 of 2

> a "walkup", "rapid care", or "urgent care" clinic, which provide health care services and/or for the provision of dialysis, physical therapy, chiropractic care, occupational therapy, occupational health, oral surgery, audiology, psychiatry, dietetics, optometry, ophthalmology, laser surgery, plastic surgery, maxillofacial surgery services, the sale of health care accessories, the sale or operation of health care plans, weight loss management, pharmacy, and/or athletic training or strength conditioning services."

Additionally, to obtain/maintain licensure as an athletic trainer in South Dakota you have to have a team/referring physician sign off on your licensure form. For well over twenty (20) years, DSU's athletic trainers have operated under an agreement with the Orthopedic Institute. That arrangement has ended and Sanford Health has agreed to serve in that capacity moving forward. Consequently, the timely execution of this agreement is needed to avoid a lapse in licensure and ensure DSU's athletic trainers are able to perform services for DSU athletes.

IMPACT AND RECOMMENDATION

DSU requests the Board of Regents authorize President Griffiths to finalize and execute the agreement set forth in Attachment I. The advancement of this relationship between DSU and Sanford Health will not only provide \$5,000,000 for the benefit of DSU over the next ten (10) years, but it will also facilitate the seamless transition of licensure for DSU's athletic trainers.

ATTACHMENTS

Attachment I – Draft Donation Agreement with Sanford Health

DONATION AGREEMENT

THIS AGREEMENT is made this _____ day of ______, 2018 (the "Effective Date"), by and among SANFORD HEALTH ("Sanford"), DAKOTA STATE UNIVERSITY FOUNDATION ("Foundation"), and DAKOTA STATE UNIVERSITY ("DSU").

WHEREAS, the Foundation is a charitable foundation under §501(c)(3) of the Internal Revenue Code, providing support for various educational activities and objectives of DSU; and

WHEREAS, DSU, founded in 1881, offers doctorate, master's, bachelor's and associate degree programs in numerous fields of study. The work of DSU is carried out on a residential campus in Madison, South Dakota, through online courses and through The University Center in Sioux Falls, South Dakota; and

WHEREAS, Sanford is a part of an integrated health care system located in Sioux Falls, South Dakota, who, with its parent, subsidiaries and affiliates, delivers health care to patients primarily in South Dakota, North Dakota, Minnesota and Iowa; and

WHEREAS, Sanford, DSU and the Foundation desire to strengthen their relationship via the provision of funds for DSU projects, scholarships, faculty and the athletic department, and the desire to explore other projects of mutual interest that advance the respective missions of each organization and benefit the Madison, South Dakota community; and

WHEREAS, Sanford, the Foundation and DSU collectively desire to further develop the infrastructure for health care in the Madison community, which interests would be served via the terms and conditions of this Agreement; and

WHEREAS, Sanford desires to further its mission and the continued development of Sanford's health care services via its involvement in all the foregoing; and

WHEREAS, Sanford agrees to contribute to the Foundation, for the benefit of DSU, the sum of \$5,000,000; and

WHEREAS, the Foundation and DSU desire to recognize Sanford's commitment to the foregoing by granting certain exclusive rights to Sanford and other recognitions as more particularly described herein.

NOW THEREFORE, Sanford, the Foundation and DSU, in consideration of the mutual promises and covenants set forth herein, do hereby acknowledge and agree as follows:

1. During the term of this Agreement, Sanford agrees to contribute to the Foundation \$5,000,000, payable in ten (10) installments as set forth on Exhibit A attached hereto (collectively the "Contributions"). The first installment is subject to the following condition precedent:

(i) <u>Approval of Board and/or Legislature</u>. Authorization in writing of approval for any obligation of DSU under this Agreement if required by

the South Dakota Board of Regents (the "BOR") and/or the South Dakota Legislature or any other governmental entity required by law or policy to approve the terms and conditions of this Agreement.

Each of the remaining installments is subject to the following conditions precedent:

- (i) <u>Compliance with Agreement</u>. Neither DSU nor the Foundation is in material breach of any term or condition of this Agreement.
- (ii) Formal Evaluation. The parties agree to formally evaluate the DSU/Sanford relationship at least annually, such evaluation to be attended by DSU's President and Athletic Director and Sanford's Senior Executive Director Orthopedic and Sports Medicine and/or their designees or invitees. The meeting will include discussions regarding terms and conditions of this Agreement.
- (iii) <u>Board Approval</u>. The Board of Trustees of Sanford authorizing said annual Contribution during such year.
- (iv) <u>Annual Statement</u>. The Foundation will send an annual invoice statement to Sanford thirty (30) days prior to the payment dates set forth in Exhibit A. All statements shall be addressed as follows:

Sanford Health PO Box 5039 2301 E. 60th Street North Sioux Falls, SD 57117-5039 Attn: Treasurer

The parties acknowledge and agree that the Contributions made to the Foundation shall be for the benefit of DSU for projects, scholarships, faculty and/or the athletic department as determined by the University.

2. <u>Exclusive Health Care Presence Recognition</u>. During the term of this Agreement, in recognition for the Contributions made hereunder, the Foundation and DSU acknowledge that Sanford shall have an exclusive 3rd Party Health Care Presence at the DSU Memorial Fieldhouse and DSU Trojan Field (the "DSU Athletic Facilities"). For the purposes of this Agreement, "Health Care Presence" shall include, but not be limited to, businesses and/or entities that operate a hospital and/or clinic, which provides any health care services of any kind including, without limitation, a clinic such as a "walkup", "rapid care", or "urgent care" clinic, which provide health care services and/or for the provision of dialysis, physical therapy, chiropractic care, occupational therapy, occupational health, oral surgery, audiology, psychiatry, dietetics, optometry, ophthalmology, laser surgery, plastic surgery, maxillofacial surgery services, the sale of health care accessories, the sale or operation of health care plans, weight loss management, pharmacy, and/or athletic training or strength conditioning services.

Traditional dentistry and orthodontics, however, shall not be deemed a Health Care Presence, so long as said dentistry and orthodontics is not associated or affiliated with any other hospital or health care entity. Notwithstanding the foregoing, DSU may seek an exception to this exclusive Health Care Presence provision upon written request to Sanford, which Sanford in its sole discretion may either grant or deny. DSU acknowledges that at the time of the execution of this Agreement, no agreements or informal arrangements exist that would conflict with Sanford's exclusive Health Care Presence as set forth in this Section, except for such naming rights as have been granted previously to Madison Community Hospital, d/b/a Madison Regional Health System and Sioux Falls Specialty Hospital, L.L.P. It is understood and agreed by the parties that in the event said rights expire or terminate during the term of this Agreement, including any options previously granted, DSU shall not extend the same.

3. Exclusive Advertising and Signage Recognition. DSU hereby covenants and agrees that Sanford shall have, and DSU irrevocably transfers, sets over and assigns to Sanford exclusive "Health Care Presence" signage recognition with respect to the exterior and interior of the DSU Athletic Facilities. In addition, DSU hereby agrees, covenants and promises during the term of this Agreement that it shall not, without the prior written consent of Sanford, which consent may be granted or withheld in the exercise of Sanford's sole discretion, directly or indirectly sell or lease, or solicit or market to sell or lease, or permit any naming or other advertising in any medium in, on or from any DSU Athletic Facility(ies) (or on the exterior of any vehicle or aircraft) in violation of Sanford's exclusive Health Care Presence (as defined in Section 2 above), except for such rights as have been granted previously to Madison Community Hospital, d/b/a Madison Regional Health System and Sioux Falls Specialty Hospital, L.L.P. DSU acknowledges that at the time of the execution of this Agreement, no agreements or informal arrangements exist that would conflict with Sanford's exclusive advertising and/or signage rights as set forth in this Section, except for such rights as have been granted previously to Madison Community Hospital, d/b/a Madison Regional Health System and Sioux Falls Specialty Hospital, L.L.P. It is understood and agreed by the parties that in the event Sioux Falls Specialty Hospital, L.L.P.'s rights expire or terminate during the term of this Agreement, including any options previously granted, DSU shall not extend the same. It is further understood and agreed by the parties that in the event Madison Community Hospital, d/b/a Madison Regional Health System desires to extend its agreement with DSU with respect to advertising and signage only, Sanford, without violating this Section 3, agrees that DSU may enter into an agreement with Madison Community Hospital, d/b/a Madison Regional Health System for the same.

With respect to the exclusive advertising and signage recognition rights set forth in this Section 3, DSU and Sanford agree to be bound by the measurement, weight, location and luminosity limits established by DSU for each DSU Athletic Facility and Sanford shall cooperate on the design, fabrication and installation of the signage contemplated hereunder, the cost of which shall be borne by Sanford; however in no event shall Sanford be responsible in any manner for any of DSU's costs to remove any other signage from the DSU Athletic Facilities and areas in which Sanford is granted the exclusive Health Care Presence signage recognition in accordance with this Agreement.

In addition, DSU covenants and agrees to include said exclusive Health Care Presence requirement in each of its own facility use agreements or leases and in any agreement or lease it

may enter into with owners or operators of adjacent facilities to the extent such facilities may reasonably be considered part of, or affiliated (meaning DSU owned or controlled) with the DSU Athletic Facilities. Sanford may, upon the written request of DSU and in the exercise of Sanford's sole discretion, waive the foregoing advertising rights with respect to lessees/users of the DSU Athletic Facilities on an event-specific basis. This section does not apply to the Madison Community Center.

4. Term; Right of First Refusal. The term of this Agreement shall commence as of the Effective Date and continue until the tenth (10th) anniversary thereof. During the term hereof, Sanford shall have the exclusive right to negotiate with DSU for an extension of this Agreement and/or any of the exclusive advertising or signage rights granted to Sanford hereunder. At least 12 months prior to the end of the term of this Agreement, the parties shall in good faith commence discussion as to terms and conditions of a proposed extension. In the event the parties are unable to agree to an extension of a term with respect to this Agreement and/or any of the exclusive sponsorship, advertising and/or signage rights granted to Sanford hereunder, (a) the exclusive sponsorship, advertising and/or signage rights granted to Sanford hereunder shall cease and terminate at the end of the term hereof and (b) Sanford shall, for an additional three-year period, have a right of first refusal with respect to any of the exclusive sponsorship, advertising or signage rights granted to Sanford hereunder. If at any time during said three-year period DSU receives a bona fide offer from a third party for the grant, sale, transfer or other disposition of any such exclusive sponsorship, advertising and/or signage rights, DSU shall give Sanford a first right of refusal with respect to such offer. Upon receipt of written notice and a copy of said offer from DSU that DSU has received an offer it is willing to accept, Sanford shall, within thirty (30) days after receipt of said notice, give written notice to DSU as to whether Sanford has elected to exercise its right to accept the same terms and conditions as contained in said offer. In the event Sanford does not exercise the right within said thirty day period, its rights hereunder shall be exhausted solely with respect to the rights conveyed to the third party offeror under the offer for the period stated in such offer and any such decision not to exercise shall not be deemed or construed as a waiver of its rights of first refusal with respect to any subsequent third party offers. The foregoing rights of first refusal shall survive termination of this Agreement for the period described above.

5. <u>Material Breach, Ceasing of Use, Impairment of Rights</u>.

A. <u>Default by DSU or the Foundation</u>. Upon (a) a material impairment by DSU or the Foundation of any exclusive rights or recognitions granted by DSU or the Foundation hereunder, which is not cured by DSU or the Foundation within thirty (30) days' written notice thereof, or (b) a material breach by DSU or the Foundation of any other of DSU's or the Foundation's obligations hereunder, which breach is not cured by DSU or the Foundation within thirty (30) days' written notice thereof, Sanford shall have the right to terminate any future installments set forth in this Agreement which become due and payable. If all payments have been made by Sanford and a default by DSU or the Foundation, as defined in this paragraph, has occurred and has not been remedied by DSU or the Foundation within the requisite time, Sanford shall have the right to elect any and all remedies available under the law, equitable or legal, including, but not limited to, specific performance of this Agreement.

B. <u>Default by Sanford</u>. Upon Sanford's default in making any installment due hereunder within thirty (30) days of its receipt of written notice that such installment is delinquent (except to the extent such payment by Sanford is disputed in good faith hereunder or payments are delayed as a result of the action or omission to act of the Foundation or DSU), the Foundation and DSU may declare this Agreement cancelled, forfeited and terminated by giving to Sanford thirty (30) days' notice in writing of its intention to cancel and terminate this Agreement and/or the Foundation and DSU may pursue any other appropriate legal or equitable remedy.

6. <u>No Joint Venture</u>. Nothing herein contained shall be construed to place the parties in a relationship of partners or joint venturers and neither party shall have the power to obligate or bind the other in any manner whatsoever.

7. <u>Indemnity</u>. To the extent permitted by the Laws and Constitution of the State of South Dakota and subject to available appropriation, DSU shall save and hold harmless Sanford from any liability for damages and litigation costs including attorney's fees which arise from DSU's activity, except for damages due to the fault or gross negligence of Sanford, its sub-contractors, officers, employees or agents. Nothing herein shall preclude DSU from asserting against any party any defenses to liability it may have under South Dakota law, nor is anything herein intended to extend DSU's liability beyond that provided by SDCL ch. 21-32.

8. <u>Representations and Warranties of DSU and the Foundation</u>. DSU and the Foundation hereby represent and warrant to Sanford the following:

- A. The execution, delivery and performance by DSU and the Foundation of this Agreement and the assignment of rights effectuated hereby have been or will be duly authorized by all necessary entities, including the BOR, if necessary. Notwithstanding the foregoing, this Agreement will not (i) require any authorization, consent or approval by, or registration, declaration or filing with, or notice to, any governmental department, commission, board, bureau, agency or instrumentality, or any third party, except such authorization, consent, approval, registration, declaration, filing or notice as has been obtained prior to the date hereof; (ii) violate any provision of any law, rule or regulation or of any order, writ, injunction or decree presently in effect having applicability to DSU or the Foundation; and (iii) result in a breach of or constitute a default under any material agreement, lease or instrument to which DSU or the Foundation is a party or by which they or their respective properties may be bound or affected.
- B. No material agreement, lease or instrument to which DSU or the Foundation is a party or by which its properties are bound or affected imposes upon the rights granted to Sanford hereunder any express or implied limitations on

the exercise of such rights, except as disclosed by DSU and the Foundation in writing contemporaneously herewith or except as disclosed herein.

C. There is no litigation, proceeding or other investigation pending or, to the knowledge of DSU or the Foundation, threatened against DSU or the Foundation, which would prevent consummation of the transaction contemplated by this Agreement.

9. <u>Representations and Warranties of Sanford</u>. Sanford hereby represents and warrants to DSU and the Foundation the following:

- A. Sanford is a non-profit corporation duly organized, existing and in good standing under the laws of the State of South Dakota.
- B. The execution, delivery and performance by Sanford of this Agreement has been duly authorized by all necessary corporate action and does not and will not (i) require any consent or approval of Sanford's Board of Trustees, except as otherwise provided in this Agreement; (ii) require any authorization, consent or approval by, or registration, declaration or filing with, or notice to, any governmental department, commission, board, bureau, agency or instrumentality, or any third party, except such authorization, consent, approval, registration, declaration, filing or notice as has been obtained prior to the date hereof; (iii) violate any provision of any law, rule or regulation or of any order, writ, injunction or decree presently in effect having applicability to Sanford or its articles or by-laws; and (iv) result in a breach of or constitute a default under any material agreement, lease or instrument to which Sanford is a party or by which it or its properties may be bound or affected.

10. <u>Injunctive Relief</u>. The parties acknowledge that breach or nonperformance with respect to certain of the covenants of this Agreement could cause irreparable harm and significant injury which may be difficult to estimate or ascertain. Accordingly, both parties agree that each party shall have, in addition to any other rights or remedies afforded by law, the right to seek immediate injunctive relief or specific performance due to any existing or threatened breach of this Agreement.

11. <u>Risk of Loss</u>. The parties acknowledge and agree that the BOR will have title to the DSU Athletic Facilities (subject to the rights granted to Sanford hereunder) and bears the risk of damage, loss, theft, or condemnation of any and all portions of, or personal property located at, said facilities, and no repairs and replacements thereof shall be at the expense of Sanford. The foregoing notwithstanding, Sanford acknowledges that it shall bear the risk of damage, loss, theft or condemnation of any Sanford signage or other Sanford property located at or upon the DSU Athletic Facilities, unless such damage, loss, theft or condemnation is a result of or attributable to DSU's, the Foundation's, or their agents' fault, negligence or intentional act. The State of South Dakota, the BOR, or DSU shall, at all times during the term of this Agreement, maintain physical damage insurance, insuring against loss or damage to the DSU Athletic Facilities in an amount

specified by the State of South Dakota or the BOR, but in no event less than the full replacement value thereof. In the event of material casualty to the DSU Athletic Facilities, the State of South Dakota, the BOR, or DSU shall, subject to BOR approval, promptly repair or replace the DSU Athletic Facility.

12. <u>Insurance</u>. During the term of this Agreement, the State of South Dakota, the BOR, or DSU shall maintain, at its sole cost and expense, comprehensive general liability insurance and workers' compensation insurance against any liability arising out of injuries to or death of any person or damage to tangible property in any way connected with the ownership or operation of the DSU Athletic Facilities. DSU shall provide to Sanford a certificate evidencing such coverage.

13. <u>Assignment</u>. Neither DSU nor the Foundation shall assign or transfer their respective rights or obligations under this Agreement without the prior written consent of Sanford, which consent may be granted or withheld in the exercise of Sanford's sole discretion. Sanford may not assign or transfer its rights or obligations under this Agreement without the prior written consent of DSU and the Foundation, which consent may be granted or withheld in the exercise of DSU's and the Foundation's sole discretion; provided, however, that Sanford may, without the necessity of consent, assign or transfer its rights or obligations under this Agreement to any parent, subsidiary or affiliate corporation or entity, any corporation resulting in the consolidation or merger of Sanford into or with any other entity, or any person, firm, entity or corporation acquiring all or substantially all of Sanford's assets. In the event Sanford is acquired by, or converts to, a for-profit corporation, any assignment or transfer of Sanford's rights hereunder shall be subject to the prior written consent of DSU and the Foundation, which consent shall not be unreasonably withheld or delayed. Any assignment or transfer prohibited by this provision will be void.

14. <u>Exclusive Sports Medicine Agreement</u>. DSU, the Foundation and Sanford hereby acknowledge and agree that DSU and Sanford have concurrently herewith entered into a Exclusive Sports Medicine Agreement to provide exclusive sports medicine services to DSU and its student athletes. DSU, the Foundation and Sanford agree that in the event the Exclusive Sports Medicine Agreement terminates at any time during the term hereof, this Agreement shall also terminate with no further rights or obligations on the part of any party.

- 15. <u>Miscellaneous</u>.
 - A. This Agreement shall be interpreted under and governed by the laws of the State of South Dakota. Any action arising out of or related to this Agreement, whether at law or in equity, shall be instituted in and litigated solely and exclusively in the state or federal courts in the State of South Dakota.
 - B. This Agreement along with any other agreement referenced herein constitutes the entire agreement between the parties and supersedes all prior proposals and agreements, both written and oral, and all other written and oral communications between the parties regarding the subject matter herein.

- C. This Agreement may not be amended or altered in any manner except in a writing signed by both parties.
- D. No forbearance to exercise any rights or privileges under this Agreement or waiver of any breach of any of its terms shall be construed as a waiver of any such terms, rights, or privileges, but the same shall continue and remain in full force and effect the same as if no such forbearance or waiver had occurred.
- E. The parties agree that if any part, term, paragraph, or provision of this Agreement is in any manner held to be invalid, illegal, void, or in any manner unenforceable, or to be in conflict with any law, then the validity of the remaining portions or provisions of this Agreement shall not be affected, and such part, term, paragraph or provision shall be construed and enforced in a manner designed to effectuate the intent expressed in this Agreement to the maximum extent permitted by law.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed the day and year first above written.

SANFORD HEALTH

By	
Name	_
Its	_

DAKOTA STATE UNIVERSITY FOUNDATION

By_____

Its

DAKOTA STATE UNIVERSITY

By_____ José-Marie Griffiths, Ph.D., President

ATTACHMENT I 11

EXHIBIT A

Contributions

September 15, 2018 - \$500,000 September 15, 2019 - \$500,000 September 15, 2020 - \$500,000 September 15, 2021 - \$500,000 September 15, 2022 - \$500,000 September 15, 2023 - \$500,000 September 15, 2025 - \$500,000 September 15, 2026 - \$500,000 September 15, 2027 - \$500,000 The South Dakota Board of Regents adjourned its annual planning session and regular business meeting on August 9, 2018 and will meet again for its regular session on October 2-4, 2018 in Rapid City, South Dakota.

I, Paul Turman, System Vice President of Academic Affairs for the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on August 7-9, 2018.

Paul Jum

Paul Turman Vice President of Academic Affairs South Dakota Board of Regents