

**BOARD OF REGENTS
MINUTES OF THE MEETING
August 6-8, 2019**

Contents

BOARD WORK

1-A	Approval of the Agenda	2092
1-B	Declaration of Conflicts	2092; 2118-2119
1-C	Approval of the Minutes – Meeting on June 26-27, 2019	2092
1-D	Welcome and Report from the Executive Director/Interim Actions	2092, 2120-2122
1-E	Reports on Individual Regent Activities	2092
1-F	Reports from Individual Presidents and Superintendents	2092
1-G	Period for Public Comment	2092

PLANNING SESSION

2-A	Strategic Plan Preparation	2093; 2123
2-B	Moving from Transactional to Transformational Higher Education in South Dakota	2094-2096; 2124
2-C	Reshaping and Reintroducing Dakota’s Promise	2096-2098; 2125-2128
2-D	College Affordability in South Dakota: A Critical Analysis	2098-2099; 2129-2137
2-E	FY21 Budget Development	2099-2100; 2138-2180
2-F	Lean Process and System Efficiencies	2114; 2181
2-G	South Dakota’s Dual Credit Program: A Review of Data	2111-2112; 2182-2201
2-H	Advisor Study Results	2112-2114; 2202-2216
	Report and Actions of Executive Session	2112-2113
	Secretary’s Report	2115-2117

CONSENT AGENDA

Academic and Student Affairs

4-A	Graduation Lists	2101; 2217
4-B(1)	Agreements on Academic Cooperation – Black Hills State University	2101; 2218-2228
4-B(2)	Agreements on Academic Cooperation – SD School of Mines & Technology	2101; 2229-2234
4-C	Articulation Agreements – USD	2101; 2235-2244
4-D	New Site Request – USD – Sociology (BA, BS, and Minor)	2101-2102; 2245-2251
4-E(1)	New Program Requests – SDSMT – Minor in Electrical Engineering	2102; 2252-2257
4-E(2)	New Program Requests – SDSMT – Minor in Electronics Engineering and Technology	2102; 2258-2263

4-E(3)	New Program Requests – SDSMT – Minor in Mining Engineering	2102; 2264-2269
4-E(4)	New Program Requests – SDSMT – Minor in Systems Engineering	2102; 2270-2281
4-F(1)	New Certificate Requests – NSU – Germans from Russia Studies (Graduate)	2102; 2282-2288
4-F(2)	New Certificate Requests – NSU – Quantitative Analytics in Science (Undergrad)	2102; 2289-2294
4-F(3)	New Certificate Requests - NSU – Behavioral Forensic Sciences (Undergrad)	2103; 2295-2301
4-G	New Specialization – SDSU – Natural Resource Management (MS & PhD in Biological Sciences)	2103; 2302-2306

Budget and Finance

4-H(1)	BOR Policy Revisions (Second Reading) – BOR Policy 3:6 – Housing and Meal Plans	2103; 2307-2312
4-H(2)	BOR Policy Revisions (Second Reading) – BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition	2103; 2313-2320
4-H(3)	BOR Policy Revisions (Second Reading) – BOR Policy 5:15 – Athletics	2103; 2321-2324
4-H(4)	BOR Policy Revisions (Second Reading) – BOR Policy 6:12 – Bomb Threats	2110; 2325-2327
4-H(5)	BOR Policy Revisions (Second Reading) – BOR Policy 4:4 – NFE Employment Provisions	2104; 2328-2344
4-I	FY20 Minnesota Reciprocity	2104; 2345-2350
4-J	Clay Rural Water Systems, Inc. Easement Resolution (USD)	2104; 2351-2359
4-K	NSU Plat Resolution	2104; 2360-2364
4-L	M&R Project	2104; 2365

Academic and Student Affairs

5-A	Intent to Plan – BHSU – BS in Physical Activity Leadership	2105; 2366-2374
5-B	BOR Policy Revisions – Institutional Mission Statements (First Reading)	2105; 2375-2389
5-C	Free Speech Policy Revisions (Second Reading)	2105-2106; 2390-2405
5-D	Special Schools Update	2106; 2406
5-E	Banner Student Update	2106; 2407-2409

Budget and Finance

6-A	FY20 Operating Budgets	2107; 2410-2434
6-B	FY21 Budget Request	2107; 2435-2436
6-C	FY21 M&R Bonding	2107-2108; 2437-2443
6-D	DSU Resident Village Facility Design Plan	2108; 2444-2459
6-E(1)	BOR Policy Revisions (First Reading) – BOR Policy 5:20 – Cash Management	2108-2109; 2460-2464

- 6-E(2) BOR Policy Revisions (First Reading) – BOR Policy 2109; 2465-2469
5:22 – Graduate Assistants and Fellows
- 6-E(3) BOR Policy Revisions (First and Final Reading) – BOR 2109; 2470-2477
Policy 6:4 – Capital Improvements
- 6-E(4) BOR Policy Revisions (First and Final Reading) – BOR 2110; 2478-2480
Policy 6:5 – Building Committees
- 6-F(1) Routine Informational Items – Capital Project List 2110; 2481-2485
- 6-F(2) Routine Informational Items – Building Committee 2110-2111; 2486
Report

ADJOURN

2114

**BOARD OF REGENTS
MINUTES OF THE MEETING
August 7-8, 2019**

The South Dakota Board of Regents met on August 7-8, 2019 at Drifters Event Center in Pierre, South Dakota with the following members present:

Kevin Schieffer, President
John Bastian, Vice President
Jim Morgan, Secretary
Lucas Lund, Regent
Pam Roberts, Regent
Randy Schaefer, Regent
Barb Stork, Regent
Jim Thares, Regent
Joan Wink, Regent

Also present during all or part of the meeting were Dr. Paul B. Beran, Board of Regents Executive Director and CEO; Nathan Lukkes, Board of Regents General Counsel; Michele Anderson, Internal Auditor; Kayla Bastian, Director of Human Resources; Monte Kramer, System Vice President of Finance & Administration; Dave Hansen, System Chief Information Officer; Janelle Toman, Director of Communications; Leah Ahartz, Budget Manager; Molly Weisgram; Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Laurie Nichols, BHSU President; Jim Rankin, SDSM&T President; Tim Downs, NSU President; Sheila Gestring, USD President; Marjorie Kaiser, SDSD/SDSBVI Superintendent; Heather Forney, SDSMT VP of Finance and Administration; Laura McNaughton, USD Chief of Staff; Kurt Hackemer, USD Provost; Becky Degen, SDSU Director of Continuous Improvement; Jody Owen, SDSU Director of the Academic Advising Center; Jeff Mehlhaff, Legislative Research Council; Brittini Skipper, Bureau of Finance and Management; Tiffany Sanderson, Governor's office; and Bob Mercer, Keloland.

WEDNESDAY, AUGUST 7, 2019

Regent Schieffer declared a quorum present and called the meeting to order at 9:00 a.m.

Regent Schieffer welcomed Barb Stork to the Board of Regents and congratulated her on her recent appointment. Regent Stork introduced herself and said she was pleased to join the Board.

Additionally Regent Schieffer introduced Black Hills State University's Interim President Laurie Nichols. President Nichols thanked the Board for the opportunity to be interim president of BHSU and wished the Board success in its search for a new president.

BOARD WORK

1-A Approval of the Agenda

IT WAS MOVED by Regent Morgan, seconded by Regent Wink, to approve the agenda as published with one modification, to move 4-H(4) off the consent agenda and onto the Budget and Finance Committee agenda. Motion passed.

1-B Declaration of Conflicts

Conflict of interest disclosures can be found on pages **2118** to **2119**.

1-C Approval of the Minutes – Meeting on June 26-27, 2019

IT WAS MOVED by Regent Schaefer, seconded by Regent Thares, to approve the minutes of the meeting on June 26-27, 2019 with slight modifications. Motion passed.

1-D Welcome and Report from the Executive Director/Interim Actions

Dr. Paul B. Beran, Board of Regents Executive Director, recognized that this meeting marks his first year working for the South Dakota Board of Regents. He expressed appreciation for all who have helped his transition, especially Dr. Paul Turman and Dr. Monte Kramer.

A copy of the Interim Actions can be found on pages **2120** to **2122** of the official minutes.

1-E Reports on Individual Regent Activities

No reports from individual regents.

1-F Reports from Individual Presidents and Superintendents

No reports from individual presidents or superintendents.

1-G Period for Public Comment

No public comment.

PLANNING SESSION

2-A Strategic Plan Preparation

Given that both the Board of Regents and the University of South Dakota are simultaneously preparing to update their strategic plans, USD Provost Kurt Hackemer and USD Chief of Staff Laura McNaughton facilitated an exercise that drew upon the expertise and insight of Board members, presidents, superintendent, and Board office staff to identify and prioritize some of the major issues and trends that will affect higher education in South Dakota through the next decade. This is an opportunity to engage in a face-to-face dialogue and gather information that will inform the direction of both plans.

Since the goal of the exercise is to project into the future, Chief of Staff McNaughton asked the group to think about future events, issues and trends that may affect the regental system. As a result, the group collected the following future timeline priority lists:

Events

- Intellectual diversity
- Student affordability
- Curricular programming for future needs
- New governor and style
- Intersection of higher education and workforce
- Public opinion of higher education

Issues

- Competition at post-secondary level
- Faculty compensation
- Funding
- Demographics (students and aging population)
- Economic changes

Trends

- Online delivery
- Tuition flexibility particularly at university centers
- Hiring quality presidents
- Issue management
- Diverse populations in general

Chief of Staff McNaughton explained that this exercise is being conducted with multiple constituent groups to inform the USD strategic plan. At the end of the process, she said all data will be collected and a team of people will determine the most important items to address in plan.

A copy of the Strategic Plan Preparation can be found on page 2123 of the official minutes.

2-B Moving from Transactional to Transformational Higher Education in South Dakota

Dr. Paul B. Beran, Board of Regents Executive Director and CEO, said with preparations underway for strategic planning for the future of higher education in South Dakota, the Board of Regents has an opportunity to discuss and review how higher education can grow, mature, and develop in the future.

To start the discussion, he first asked the regents and presidents to write down a bureaucratic problem they see at a single or at multiple campuses. The following responses resulted from the exercise:

President Downs said procurement is a very cumbersome process. This is endemic to the institution and the state process and is challenging especially when there is a time issue.

President Gestring said the capital project process is very challenging, especially with the fundraising responsibilities of a president. She said donors want to see what the capital project is going to look like before they commit dollars. Although institutions can hire an architect to draw up a preliminary sketch, they cannot hire that architect to do the work so there can be inconsistencies with what is initially sold to donors.

President Rankin said university and foundation relations is a problem. Additionally, he stated that software packages are driven system wide. Often what works for the system does not work the best for particular institutions, which can limit those institutions from being transformational.

President Griffiths said she took the exercise as an internal review. She said what internally gets in DSU's ways is the lack of central data collection. In addition to getting data in a timely manner and consistent manner. She said there are other problems that are cultural in nature. For instance, she is looking for a shift from "this is what we have always done" to "this is what we could do to improve."

President Dunn said the process for academic program approval is currently based on consensus within the six universities in order to avoid duplication. He said the world is changing, and we need a process that is more nimble and focused on meeting national demand.

Superintendent Kaiser agreed that the purchasing process is incredibly cumbersome. Another issue is the confusion about whether or not the special schools are public schools. Furthermore, access and accessibility for people with disabilities continues to be an issue throughout the system. She said SDSBVI has recently been looking at digital accessibility and notes that websites within the system do not pass muster which opens the system to lawsuits.

President Nichols endorsed the notion that there is confusion with curricular offerings. Additionally, she recommended that the rationale for new program offerings be better incorporated into the requests for new programs. Lastly, she noted the confusion about programming at the main BHSU campus and the university center in Rapid City. She was very concerned about the high tuition rate at the center.

Regent Schaefer said presidents are best poised to identify bureaucratic issues on campus. From a system perspective, though, he sees opportunity for more institutional autonomy. He sees a cultural issue of specific campus and system wide resistance to change. He is looking for different ways of doing things rather than merely agreement that there is a sense of resistance. He believes the Board office can lead this change.

Regent Schieffer said it looks like we are heavy on process and light on action in some areas especially in facilities management. He is concerned that the square footage on the campuses goes up each year but buildings do not come down. He said it is easy to make the decision to build but hard to make the decision to take buildings down. He believes this is true for maintenance and repair issues as well. He thinks we need to leave room for autonomy and creativity on campuses, but there needs to be a lot more willingness to figure out efficiencies especially since the tuition rates are much too high. He wants more critical analysis on efficiency measures. For instance, are there opportunities for more back office consolidation?

Regent Wink said we need to prepare our students for what is to come in the future. She said there could be more opportunity to be nimble in academic program proposals and tie it to workforce needs in the future.

Regent Lund said it can be challenging to navigate curriculum requirements. We need to make sure students complete the requirements of their program(s), which can get complicated if they are doing more than one program synonymously. Transferring AP credits was also difficult to navigate as there was question continuing throughout his first semester on which would transfer and which would not. He shared issues around reimbursement of student conferences and registration fees.

Regent Thares reiterated issues related to the capital projects process. He also said the foundation relationships with the institutions needs to get better. Lastly, he said the cost to do business never goes down, so we have to grow revenues. He said the cost to produce an FTE is one of the lowest in the nation, which is proof that the South Dakota system is efficient. He said the reason for high tuition comes from the lack of state funding.

Regent Schieffer said having more objective information would give him comfort on the efficiency issue. He said he would like to see more hand wringing on the system side to make sure this is happening.

Regent Roberts said there is frustration from the campuses on the tenure track versus use of instructors. She noted this has not progressed. There was a one year time frame to look at the percentage and have a report, but she has not seen that yet. Regarding facilities, we need to find a way to discontinue the use of old buildings and get them off of the maintenance and repair list. Lastly, from a system perspective we need to do a better job of establishing exactly what the Board system is working for regarding budget. There should not be side projects going on as that detracts from the larger priorities.

Regarding free speech issues over the last few years, President Dunn noted that policy makers and students had a very difficult time understanding the system policies and other work being done in those areas. He said the number and depth of policies we have now causes confusion. Regent

Bastian said not all policies should be memorized but we should know where to find them. He feels this rolls into the role of academic advisors.

Regent Lund said orientation is pretty intense and it can be difficult to retain the information that is thrown at the students. He would like there to be a more digestible format for the most pertinent information for students.

President Gestring thinks it is important to recognize where we do things very well. She thanked the Board office for the bonding process. She said this is a very efficient and important process that we have done very well. She also said the Banner Student program is a win for the system. She said the system also helps to facilitate the relationships that the universities have with one another. This is unique and helpful. She shared other things that the state assists the system with, such as employee benefits, which is significantly positive.

A copy of the Moving from Transactional to Transformational Higher Education in South Dakota can be found on page 2124 of the official minutes.

2-C Reshaping and Reintroducing Dakota's Promise

Dr. Paul B. Beran, Board of Regents Executive Director and CEO, described the process he used to develop a new Dakota's Promise Scholarship program. He explained that a workgroup with representatives from all of South Dakota's higher education sectors came together to discuss and develop the program. Essentially, the proposal explains that to be eligible to participate in the proposed scholarship program that would provide \$2,500 per student per year, students would have to be full time, first time, resident students who qualify for Pell Grants and who have a minimum ACT score of 18 and minimum high school GPA of 3.0. The total dollar amount of the program is projected to cost \$5.7 million for the fully scaled program with first year expenses at \$1.9 million.

Regent Schieffer questioned whether or not the ACT requirement is necessary as it currently mirrors the admissions criteria for the public universities. He said the legislature required standards for eligibility last year and he wants to make sure we implement their suggestion. Regarding the ACT score requirement, Regent Bastian said that because this scholarship program is for students attending institutions outside of South Dakota public universities, we need to create consistency.

Dr. Perry, System Vice President for Academic Affairs, said there are two variables that are different from last year's scholarship proposal. These include the eligibility requirement that a student have a minimum GPA of 3.0 as well as a requirement that students take at least 30 credits per year.

President Downs recognized that the Pell eligible student population probably had to work through high school which may have compromised their ability to achieve good grades. He suggested that instead of incorporating a minimum 3.0 GPA for eligibility, we incorporate a requirement that students sustain a minimum 3.0 GPA while in college to keep the Dakota's Promise.

Regent Schieffer suggested we gather the average GPA for students who scored 18, 19, 20, etc., ACT scores to better understand if the minimum GPA should be changed. He suggested that we

need to either eliminate the ACT requirement altogether or increase it over 18. He also felt that we should be prepared to explain why the minimum 3.0 GPA was selected.

Regent Bastian said we could eliminate the ACT requirement but he felt there is good grounds to support the 3.0 GPA as the current admissions minimum is a GPA of 2.0.

Regent Schaefer said we need to think back to what the Dakota's Promise is set up to do. That is to keep Pell eligible students in school. He said this scholarship gives students incentive to keep coming back semester after semester. He said he would be interested to see the results of the first year before we changed the eligibility criteria.

Regent Schieffer said we need statistical analysis and rationale for why the specific standards were incorporated for eligibility. He said we need to be responsive to the concerns shared by legislators last year.

Regent Schaefer said he would like to look at success rates beyond the four year graduation rates.

Regent Stork said if she was a legislator she would want to have stricter criteria that would show a more successful program. If the program proves successful, we could try loosening the eligibility criteria later.

Regent Schieffer said the implicit budget ask is for four years even if we only ask for \$1 million in the first year.

Dr. Beran said we are trying to lower the net cost of education in South Dakota. He said the net cost is incredibly high because South Dakota has very little support for students with financial need.

Regent Schieffer said we cannot responsibly do this without a four year commitment. He said the proposed scholarship is a \$6 million ask and he does not see that dollar amount as realistic. He said we need to have higher standards on the program so we can get to a more realistic amount.

Regent Thares asked about the projected success rate and whether or not there is data to support them.

Dr. Tasha Dannenbring, Director of Institutional Research, responded by explaining that this formula used an 80% retention rate year after year. She said if the ACT minimum was increased to a score of 22, the total budget ask drops by half.

Regent Thares suggested that the rationale for projected success be included in the sell to legislators.

President Dunn agreed with Regent Schieffer's suggestion that the eligibility criteria be tightened. He felt that it would be more important to get a successful program off the ground.

Regent Schieffer was very concerned that there was no institutional match expectation incorporated into the proposal. He felt that this would be a detriment as it was sold with the program last year.

Regent Stork asked for clarification about how we projected the number of eligible students. Dr. Dannenbring explained that we used data from students admitted in 2016.

Regent Wink would like to support a smaller model so we can demonstrate success. Additionally, she felt that the students admitted be required to participate in a clearly stated framework for student success.

Regent Schieffer asked that the program proposal be changed so that there is a more limited ask not to exceed \$2 million for four years. He felt we should add the match back into the formula for a \$4 million total; and he said we should make it more exclusive (perhaps a minimum GPA of 3.0 or 3.2 and minimum with an ACT of 22 but not to exceed 26 or 28).

Additionally, it was suggested that we analyze the dollar amount required to make a meaningful dent in the current financial gap. Other data requests included information about the correlation of high school GPA and ACT scores.

Dr. Beran explained that the technical institutes had been incorporated into this scholarship program up until a week ago at which time they said they would like not to be included.

Regents considered whether the eligibility criteria should be different for tribal colleges.

President Rankin suggested that we consider continuing eligibility and how students who participate in semester long internships could remain eligible.

A copy of the Reshaping and Reintroducing Dakota's Promise can be found on pages 2125 to 2128 of the official minutes.

Lunch Meeting with Area Legislators

Senator Jeff Monroe, Representative Tim Rounds, and Representative Mary Duvall, all representing District 24, met with Board members to informally discuss priorities in the public university system. Topics included state versus student support for the costs of public higher education, distribution of Higher Education Facilities Funds, and the high school dual credit program supported by state general funds.

2-D College Affordability in South Dakota: A Critical Analysis

Dr. Jay Perry, System Vice President for Academic Affairs, explained that addressing the lack of grant aid available to students, particularly low income students, is integral to maintaining the levels of graduate production for South Dakota's public universities. While the Board and individual institutions should continue to investigate efficiency measures reducing or maintaining current tuition and fee costs, that effort only addresses one aspect of the larger issue of

affordability. The lack of state investment in grant/scholarship dollars, specifically those related to need-based funding, will likely continue to place a college education out of reach for students from low income families. This has significant long-term effects on economic mobility opportunities for individuals as well as long-term workforce implications for South Dakota.

Dr. Perry said the Critical Analysis on College Affordability in South Dakota shows that while the “Total Price of Attendance” of South Dakota public universities is competitive, the “Average Net Price” is among the highest in the country. This net price problem directly correlates to the lack of state aid programs in South Dakota. He said the number of Pell Grant recipients at state universities is sharply declining. The university system has lost 2,400 Pell recipient students between 2010 and 2018.

Dr. Beran noted that South Dakota has a very low rate of those filling out the federal student aid application (FASFA). Without filling out the FASFA, students cannot even know if they are eligible. He said we are going to have a big push this year with the Department of Education to increase the FAFSA applications.

Dr. Daniel Palmer, System Institutional Researcher, said this report underscores that our public universities are unaffordable for low income students. It also shows that South Dakota college goers are not decreasing, but instead they are just not choosing to come to school at our public universities.

He said it is important to point out that our public universities are unaffordable for people with low income and this is critical considering most people in South Dakota fall into the low income category.

In response to a question by Regent Schieffer, Dr. Perry said competition is increasing both inside and outside of South Dakota. For instance, the technical institutions have the Build Dakota Scholarship and Wyoming gives \$2,000 to first time freshmen students from out of state, which is more than the first year award of the South Dakota Opportunity Scholarship.

A copy of the College Affordability in South Dakota: A Critical Analysis can be found on pages 2129 to 2137 of the official minutes.

2-E FY21 Budget Development

Dr. Monte Kramer, System Vice President of Finance & Administration, and the university presidents described the details of the recommendation for the Board’s FY21 General Fund increase.

Regarding the SDSM&T mineral industries building, Dr. Beran said because this project is a \$90 million ask it was not appropriate for the typical budget request. He said he will continue to work with SDSM&T and the Governor’s office to consider other opportunities to find the money. Regent Thares asked that one of the bigger institutions help SDSM&T put the request together to display the need for appropriate audiences.

In response to Regent Roberts, Dr. Beran described how the recommendations were developed. He said it is the prerogative of the Board to determine if it would like to request money for all projects or a few priority projects.

Regent Schieffer suggested that the projects be categorized in priority order. The requests would be prioritized in two lists, one-time and base requests.

Regent Roberts expressed concern that the Native American student success requests look disjointed as there are only two institutions requesting funds for the same programming offered at multiple institutions. After further discussion, the Board decided to create a comprehensive umbrella request and within it describe the specific needs of the institutions' requesting funds for this purpose.

Regarding the USD health sciences building, Regent Schieffer asked how the private health care sector might contribute to the project. President Gestring described the generosity and multitude of gifts given in the past. In response to a question by Regent Thares, President Gestring said this is the first step in the process before engaging in the capital project process. Dr. Kramer said this building was originally on USD's ten year plan. However, because President Abbott could not get donors to commit to this project, the institution reprioritized several years ago. President Gestring said a commitment from the state would be helpful to get additional donor commitments.

Dr. Tasha Dannenbring, System Director of Institutional Research, presented the Dakota's Promise Scholarship program with different parameters than in the originally proposed program. After discussion, the Board agreed that the budget request should be \$2 million from the state with a \$2 million requirement in matching funds. Generally, members agreed that the parameter should include a minimum GPA of 3.0 with a certain range of ACT scores, which should be further examined by the Board office (somewhere between 22-26 or 28). The total award amount per student per year should be \$2,500.

In terms of the projected number of students accessing the scholarship, Regent Schieffer said we should have based our projected numbers off of high school graduates rather than current eligible students enrolled into our institutions.

The Board discussed the requirement of including the match to sell the program. President Downs said if the institutions are able to repurpose existing scholarship money as a match, the match component is doable. In the pitch to sell the program, he suggested showing the consortium of funding to get the student to school.

The Board agreed that additional details of the scholarship would need to be defined by the Board office.

A copy of the FY21 Budget Development can be found on pages **2138** to **2180** of the official minutes.

REGULAR SESSION

CONSENT AGENDA

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to approve consent agenda items 4-A through 4-L, with the exception of 4-H(4), which will be taken up during the Budget and Finance Committee. Motion passed.

Academic and Student Affairs – Consent

4-A Graduation Lists

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

A copy of the Graduation Lists can be found on page **2217** of the official minutes.

4-B (1) Agreements on Academic Cooperation – Black Hills State University

Approve Black Hills State University's agreements on academic cooperation with the University of Ljubljana, Slovenia, and Vytautas Magnus University, Lithuania.

A copy of the Agreements on Academic Cooperation – Black Hills State University can be found on pages **2218** to **2228** of the official minutes.

4-B (2) Agreements on Academic Cooperation – SD School of Mines & Technology

Approve the agreement on academic cooperation between the South Dakota School of Mines and Technology and Universidad Peruana de Ciencias Aplicadas S.A.C., Lima, Peru.

A copy of the Agreements on Academic Cooperation – SD School of Mines & Technology can be found on pages **2229** to **2234** of the official minutes.

4-C Articulation Agreements – USD

Approve the University of South Dakota's articulation agreements with Lake Area Technical Institute, and Western Iowa Tech Community College, as presented.

A copy of the Articulation Agreements – USD can be found on pages **2235** to **2244** of the official minutes.

4-D New Site Request – USD – Sociology (BA, BS, and Minor)

Approve USD's new site proposal to offer the B.A., B.S., and Minor in Sociology through online delivery and at the Community College for Sioux Falls.

A copy of the New Site Request – USD – Sociology (BA, BS, and Minor) can be found on pages 2245 to 2251 of the official minutes.

4-E (1) New Program Requests – SDSMT – Minor in Electrical Engineering

Authorize SDSMT to offer a minor in Electrical Engineering, as presented.

A copy of the New Program Requests SDSMT – Minor in Electrical Engineering can be found on pages 2252 to 2257 of the official minutes.

4-E (2) New Program Requests – SDSMT – Minor in Electronics Engineering and Technology

Authorize SDSMT to offer a minor in Electronics Engineering & Technology, as presented.

A copy of the New Program Requests SDSMT – Minor in Electronics Engineering and Technology can be found on pages 2258 to 2263 of the official minutes.

4-E (3) New Program Requests – SDSMT – Minor in Mining Engineering

Authorize SDSMT to offer a minor in Mining Engineering, as presented.

A copy of the New Program Requests SDSMT – Minor in Mining Engineering can be found on pages 2264 to 2269 of the official minutes.

4-E (4) New Program Requests – SDSMT – Minor in Systems Engineering

Authorize SDSMT to offer a minor in Systems Engineering, as presented.

A copy of the New Program Requests SDSMT – Minor in Systems Engineering can be found on pages 2270 to 2281 of the official minutes.

4-F (1) New Certificate Requests – NSU – Germans from Russia Studies

Authorize NSU to offer a graduate certificate in German: Germans-from-Russia Studies, as presented, including online.

A copy of the New Certificate Requests NSU – Germans from Russia Studies can be found on pages 2282 to 2288 of the official minutes.

4-F (2) New Certificate Requests – NSU – Quantitative Analytics in Science (Undergrad)

Authorize NSU to offer a certificate in Quantitative Analytics in Science, as presented.

A copy of the New Certificate Requests NSU – Quantitative Analytics in Science (Undergrad) can be found on pages 2289 to 2294 of the official minutes.

4-F (3) New Certificate Requests – NSU – Behavioral Forensic Sciences (Undergrad)

Authorize NSU to offer a certificate in Behavioral Forensic Sciences, as presented.

A copy of the New Certificate Requests NSU – Behavioral Forensic Sciences (Undergrad) can be found on pages 2295 to 2301 of the official minutes.

4-G New Specialization – SDSU – Natural Resource Management (MS & PhD in Biological Sciences)

Authorize SDSU to offer a specialization in Natural Resource Management within the Biological Sciences MS and PhD programs, as presented.

A copy of the New Specialization – SDSU – Natural Resource Management (MS & PhD in Biological Sciences) can be found on pages 2302 to 2306 of the official minutes.

Budget and Finance – Consent

4-H (1) BOR Policy Revisions – BOR Policy 3:6 – Housing and Meal Plans (Second Reading)

Approve the second and final reading of the revisions made to BOR Policy 3:6 – Housing and Meal Plan.

A copy of the BOR Policy Revisions – BOR Policy 3:6 – Housing and Meal Plans (Second Reading) can be found on pages 2307 to 2312 of the official minutes.

4-H (2) BOR Policy Revisions – BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition (Second Reading)

Approve the second and final reading of BOR Policy 5-5-1 – Tuition and Fees: On-Campus Tuition with the revisions shown in Attachment I.

A copy of the BOR Policy Revisions – BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition (Second Reading) can be found on pages 2313 to 2320 of the official minutes.

4-H (3) BOR Policy Revisions – BOR Policy 5:15 – Athletics (Second Reading)

Approve the second and final reading of revisions to BOR Policy 5:15 - Athletics.

A copy of the BOR Policy Revisions – BOR Policy 5:15 – Athletics (Second Reading) can be found on pages 2321 to 2324 of the official minutes.

4-H (4) BOR Policy Revisions – BOR Policy 6:12 – Bomb Threats (Second Reading) – Moved to the Committee on Budget and Finance

4-H (5) BOR Policy Revisions – BOR Policy 4:4 – NFE Employment Provisions Second Reading)

Approve the adoption of BOR Policy 4:4, the proposed revisions to BOR Policy 4:1, and the elimination of BOR Policies 4:8, 4:33, 4:44, and 4:46.

A copy of the BOR Policy Revisions – BOR Policy 4:4 – NFE Employment Provisions Second Reading) can be found on pages **2328** to **2344** of the official minutes.

4-I FY20 Minnesota Reciprocity

Approve the Minnesota reciprocity rates for FY20 and authorize the Executive Director to execute the Memorandum of Understanding.

A copy of the FY20 Minnesota Reciprocity can be found on pages **2345** to **2350** of the official minutes.

4-J Clay Rural Water Systems, Inc. Easement Resolution (USD)

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.

A copy of the Clay Rural Water Systems, Inc. Easement Resolution (USD) can be found on pages **2351** to **2359** of the official minutes.

4-K NSU Plat Resolution

Approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the plat as stated therein.

A copy of the NSU Plat Resolution can be found on pages **2360** to **2364** of the official minutes.

4-L M&R Project

Approve SDSU's maintenance and repair request to renovate the basement of the Depuy Military Hall.

A copy of the M&R Project can be found on page **2365** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

5-A Intent to Plan – BHSU – BS in Physical Activity Leadership

Dr. Jay Perry, System Vice President for Academic Affairs, said Black Hills State University (BHSU) requests permission to plan a Bachelor of Science (BS) in Physical Activity Leadership. This program would provide preparation for careers leading and instructing physical activity in non-formal settings. Graduates of the program will have opportunities in lifespan physical activity and fitness related careers outside of K-12 school districts or clinics. Examples of potential employment opportunities include lifespan health-related activities differentiated for each client, including, but not limited to senior centers, cruise ships, and prisons.

Interim President Nichols asked Dr. Perry if he had any issues with the proposed title. Dr. Perry agreed that there could be a better name for the program. He said there is time for a title change between the intent to plan and program approval steps in the process if BHSU so desired

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to authorize BHSU to develop a program proposal for a BS in Physical Activity Leadership, as presented. Motion passed.

A copy of the Intent to Plan – BHSU – BS in Physical Activity Leadership can be found on pages **2366** to **2374** of the official minutes.

5-B BOR Policy Revisions – Institutional Mission Statements (First Reading)

Dr. Jay Perry, System Vice President for Academic Affairs, said the Board staff and the Academic Affairs Council (AAC) have worked to update the institutional mission policies in Board Policies 1:10:1 through 1:10:6 since their April 2017 meeting. These updates include more accurately reflecting Board approved curriculum, programs, and degrees. In addition, new revisions made since the August 2018 Board meeting include updated individualized mission statements as approved by each institution.

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to approve the first reading of the revised BOR Policies 1:10:1 through 1:10:6, as presented. Motion passed.

A copy of the BOR Policy Revisions – Institutional Mission Statements (First Reading) can be found on pages **2375** to **2389** of the official minutes.

5-C Free Speech Policy Revisions (Second Reading)

Nathan Lukkes, Board of Regents General Counsel, said following the first reading of these revised and proposed policies at the June 2019 Board meeting, BOR Policy 6:13:1 was revised to include a definition of guest, in addition to including student organizations in the list of those capable of inviting guests. Otherwise, the policies are as presented at the June meeting.

Regent Bastian noted the second sentence in the definition of “guest” (“By inviting the guest, the student organization, student, or employee, in their individual capacity, assumes responsibility for

the compliance, safety, behavior, and violations of their guest.”) is more of a policy statement than a definition, and as such, suggested moving it to under section 6 (Guidelines for Expressive Activity by Guests).

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to approve the second and final reading of the proposed revisions to BOR Policies 1:32 and 3:18 and proposed BOR Policy 6:13:1 with the modification suggested by Regent Bastian. Motion passed.

A copy of the Free Speech Policy Revisions (Second Reading) can be found on pages 2390 to 2405 of the official minutes.

5-D Special Schools Update

Superintendent Kaiser provided an update on both the South Dakota School for the Blind & Visually Impaired (SDSBVI) and the South Dakota School for the Deaf (SDSD), focusing on both building/renovations, strategic planning and next priorities.

Regarding the SDBOR strategic planning process, Superintendent Kaiser encouraged the Board to focus on the universities only. However, she recommended the special schools show up in the Board’s plan by adding them in a separate section that addresses the special schools specifically, and which could take one of several forms. She said the Board could develop a section on areas for improvement for the schools, make a statement endorsing the strategic plans developed by the two schools, or include the strategic plans from both schools.

Additionally, she said the mission statements for the two special schools should be approved by the Board and should be included front and center in the policy manual just like those of the universities.

A copy of the Special Schools Update can be found on page 2406 of the official minutes.

5-E Banner Student Update

Dr. Janice Minder, Banner Student Project Coordinator, provided an updated on the Banner Student Implementation project. She explained that the majority of the milestones are completed for the Banner Student implementation. Because of this, the project as it relates to consulting services has started to close out. The project leadership (Steering Committee) discussed next steps as it relates to on-going maintenance and additional work to meet SD needs. As the implementation closes out, the team will start migrating to the Maintenance Phase. She noted there is still a lot of work to do in the next six to twelve months, including learning the new system in and out, creating reports, and automate certain processes. She emphasized the good work from those on the campuses.

A copy of the Banner Student Update can be found on pages 2407 to 2409 of the official minutes.

BUDGET AND FINANCE

6-A FY20 Operating Budgets

The Board received the FY20 Operating Budgets.

A copy of the FY20 Operating Budgets can be found on pages **2410** to **2434** of the official minutes.

6-B FY21 Budget Request

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

- The Dakota's Promise Scholarship with a campus funding match
- A general fund M&R request that would fund maintenance and repair at 2% of the FY20 replacement values
- General fund requests for the BHSU Native American Student Success and the NSU American Indian Circle Program proposals
- One-time funding request for the SDSU Rural Veterinary Medical Education program and the DSU Cyber Cync Incubator and Entrepreneurial Center
- Capital project requests for the USD Health Sciences Building and the remodel of the SDSM&T Ascent Innovation Building

He said the request represents a 3.7% 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 Scholarship funding, post-secondary scholarship funding, lease payment adjustments and utility funding adjustments will also be included in the budget request.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to approve the FY21 Budget Request to include the priorities identified in the attachment, to direct the staff to prepare and submit the FY21 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. Motion passed.

A copy of the FY21 Budget Request can be found on pages **2435** to **2436** of the official minutes.

6-C FY21 M&R Bonding

Dr. Monte Kramer, System Vice President of Finance & Administration, stated in 2007 and 2011 SDBOR bonded for critical deferred maintenance projects. With a strong interest in bonding for projects expressed by the universities, this topic was recently broached with the new administration

and found that they were open to discussing the idea. The universities put together their project detail with project cost estimates without committing more than 16% of their annual allocation to bond payments. He noted that a summary of the proposed projects and a summary of the bonded amounts including the 2007 and 2011 are listed in the agenda item, as well as the FY20 M&R funds and payments. Additionally, the item provides a list of FY21 proposed M&R projects to be bonded.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to support bonding for up to \$24,500,000 for deferred maintenance projects and submit this as part of our FY21 budget proposal to the Governor. Motion passed.

A copy of the FY21 M& R Bonding can be found on pages 2437 to 2443 of the official minutes.

6-D DSU Resident Village Facility Design Plan

Dr. Monte Kramer, System Vice President of Finance & Administration, explained that DSU requests approval of the Facility Design Plan (FDP) to construct a new residence hall on campus. The Preliminary Facility Statement for this project was approved by the Board of Regents on May 9, 2018. On April 3, 2019, the Board of Regents approved the Facility Program Plan. Dr. Kramer described details of the building project and said the approval of DSU's Residence Village FDP will assure the campus is able to provide the quality and modern living standards expected by students. As depicted in the attached pro forma, he said the revenue and expense financial projections allow DSU to comfortably service the debt from the revenue bonds. Given that the facility revenues are projected to cover the necessary costs, approval of the final design plan is recommended.

In response to a question by Regent Thares, Dr. Kramer discussed the way the bonds would be structured. He explained that he is comfortable that DSU will be able to meet the Board's policy related to the investment of 2% maintenance and repair funding and have a strong bottom line.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer to approve the Facility Design Plan for DSU's Residence Village Facility at a cost not to exceed \$11.5M to be funded with revenue bonds. Motion passed.

A copy of the DSU Resident Village Facility Design Plan can be found on pages 2444 to 2459 of the official minutes.

6-E (1) BOR Policy Revisions – BOR Policy 5:20 – Cash Management (First Reading)

Dr. Monte Kramer, System Vice President of Finance & Administration, stated that BOR Policy 5:20 – Cash Management has been updated to include the purpose of the policy, definitions, and language to reflect current practices. The Board's guideline of 10% unrestricted cash balance at year-end has been included in Section 1.1.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to approve the first reading of the revisions to BOR Policy 5:20 - Cash Management as shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 5:20 – Cash Management (First Reading) can be found on pages 2460 to 2464 of the official minutes.

6-E (2) BOR Policy Revisions – BOR Policy 5:22 – Graduate Assistants and Fellows (First Reading)

Nathan Lukkes, Board of Regents General Counsel, stated that in addition to the policy being updated to include the purpose of the policy, definitions, and language to reflect current practices, there are substantive changes to the policy. He said in section 2 of the policy, the previous language related to “waiving” tuition and fees has been replaced with an incentive tuition rate equivalent to zero percent of the on-campus tuition rate. This will require the Board to set a tuition rate of \$0 for the GA program at SDSU. Currently SDSU does not charge tuition or any discipline fees to its graduate assistants, where the other schools charge the reduced tuition rate established by the Board and discipline fees. The \$0 tuition is factored into the GA stipend paid at SDSU. The difference between the resident or non-resident special tuition rate and the incentive tuition rate for graduate assistants shall be part of the minimum stipends calculations.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to approve the first reading of the revisions to BOR Policy 5:22 – Graduate Assistants and Fellows as shown in Attachment I of the agenda item and to set the SDSU GA Incentive Tuition rate at \$0 for this academic year. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 5:22 – Graduate Assistants and Fellows (First Reading) can be found on pages 2465 to 2469 of the official minutes.

6-E (3) BOR Policy Revisions – BOR Policy 6:4 – Capital Improvements (First Reading)

Dr. Monte Kramer, System Vice President of Finance & Administration, stated that during the 2019 Legislative Session, the definition and dollar level for maintenance and repair projects moved from \$1.5 million to \$5.0 million starting July 1, 2019. BOR Policy 6:4 needs to be updated to reflect that change and to align with BOR Policy 6:6 where a maintenance and repair item is now defined as a project up to \$5.0 million. Other changes reflect the inclusion of a 2% maintenance and repair plan requirement to accompany any new capital improvement. This detail on funding sources for any new project has been clarified.

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 the revisions to BOR Policy 6:4 – Capital Improvements as shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 6:4 – Capital Improvements (First Reading) can be found on pages 2470 to 2477 of the official minutes.

6-E (4) BOR Policy Revisions – BOR Policy 6:5 – Building Committees (First and Final Reading)

Dr. Monte Kramer, System Vice President of Finance & Administration, stated that because the dollar level for maintenance and repair projects moved from \$1.5 million to \$5.0 million starting July 1, 2019, BOR Policy 6:5 needs to be updated to reflect that change so that it does not conflict with BOR Policy 6:6 where a maintenance and repair item is defined as a project up to \$5.0 million.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the revisions to BOR Policy 6:5 – Building Committees as shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 6:5 – Building Committees (First and Final Reading) can be found on pages 2478 to 2480 of the official minutes.

MOVED FROM CONSENT – 4-H (4) BOR Policy Revisions – BOR Policy 6:12 – Bomb Threats (Second Reading)

Dr. Monte Kramer, System Vice President of Finance & Administration, stated that BOR Policy 6:12 – Bomb Threats is one of the final finance policies that is being reviewed and put into the new format. The current policy focusing on bomb threats is outdated given the many threats that institutions now deal with, and therefore, is being updated to clarify campus authority and responsibility as well as updating the penalties for false threats. He pointed to the changes since the first reading of the policy including a change pointed out by Regent Bastian since the agenda item was posted.

IT WAS MOVED by Regent Roberts, seconded by Regent Stork, approve the second and final reading of the revisions to BOR Policy 6:12 – Bomb Threats as shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 6:12 – Bomb Threats (Second Reading) can be found on pages 2325 to 2327 of the official minutes.

6-F (1) Routine Informational Items – Capital Project List

The Board received the Capital Project List.

A copy of the Routine Informational Items – Capital Project List can be found on pages 2481 to 2485 of the official minutes.

6- F (2) Routine Informational Items – Building Committee Report

The Board received the Building Committee Report.

A copy of the Routine Informational Items – Building Committee Report can be found on page 2486 of the official minutes.

PLANNING SESSION CONTINUED

2-G South Dakota's Dual Credit Program: A Review of Data

Dr. Jay Perry, System Vice President for Academic Affairs, provided an overview of the current High School Dual Credit Program's (HSDC). He said HSDC program participants appear more likely than the general high school graduate population to matriculate to postsecondary institutions and to succeed in college-level coursework. However, this is in part due to the high level of academic aptitude required of students aspiring to enter the program. Additionally, he described key financial and academic findings, including a description of the drastic disparity in the tuition revenue and losses among public universities (and overall losses to the university system).

He said the Board of Regents is often asked to answer questions on the dual credit program but clarified that it is not actually a Board of Regents program. It is a program that was initiated by the Dugaard administration and put into statute by the legislature. He noted that the Department of Education runs the program.

Regent Roberts said she is not convinced that this program will continue or, if it does, she suspects it might be financially capped at the least.

Dr. Perry said he would like a big picture discussion of the parameters we draw around the dual credit program. He said right now we limit the program to general education and students with certain academic standing.

Regent Schieffer said in the real world, dual credit will exist whether or not we offer the programming because we are not in control of the market. Therefore, the argument that we are losing money on the program is not completely fair as we would lose more money if we did not offer the program at all.

Regent Wink recommended we continue to work together with the Department of Education and Legislative Research Council to make the best program we can. She believes we have a chance to hold onto the program and believes there is some funding opportunities that we should explore. She said she has been critical of dual credit programs nationally, but in South Dakota she would argue for the status quo as it is currently a very good program.

Regarding additional changes to the program in the future, Regent Schieffer requested that the presidents and staff propose options for the Board's reaction. Specifically he requested that the three questions posed at the end of the agenda item get answered through the Academic Affairs Committee, presidents and staff. The Board will accept the system's recommendation and ask staff to provide leadership in the discussions. Board staff should provide a report to the Board in October.

Regent Roberts agreed that Board staff should be a leader in the next steps of in the program's development.

A copy of the High School Dual Credit Program can be found on pages 2182 to 2201 of the official minutes.

2-H Advisor Study Results

Dr. Tasha Dannenbring, System Director of Institutional Research, provided an overview of the academic adviser study that qualitatively captures the different advising methods currently in use in the public university system through summaries provided by each institution. Faculty advisors and professional advisors were queried about their day-to-day functions, promising practices, and issues that they believe impede students from staying at the public universities.

Dr. Dannenbring explained that the report identifies a number of themes related to advising communication strategies, reasons students drop courses, and system-wide success initiatives. The report also identifies opportunities for further research and investigation. These include indications by students that they drop out of school due to homesickness, mental health issues, and a lack of sense of belonging or community at their university. In addition, the report indicates that the system should engage in sharing best practices between institutions to maximize investments in advising resources.

IT WAS MOVED by Regent Morgan, seconded by Regent Bastian, that the Board dissolve into executive session at 7:30 a.m. on Thursday, August 8, 2019, to consult with legal counsel and 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 rise from executive session at 10:30 a.m. on Thursday, August 8, 2019, to resume the regular order of business; and that it report its deliberations while in executive session. Motion passed.

THURSDAY, AUGUST 8, 2019

Regent Schieffer reconvened the meeting of the Board of Regents at 7:30 a.m.

Report and Actions of Executive Session

Regent Morgan reported that the Board dissolved into executive session at 7:30 a.m. on Thursday, August 8, 2019, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before rising from Executive Session at 10:30 a.m. to resume the regular order of business.

Regent Schieffer explained that he is very supportive of the marketing initiative discussed during executive session. He very much hopes it comes to fruition. He explained that he thinks it can be done with private funds. He said his issue with the funding of an effort such as this is that the world

of higher education has changed. Public funding is shrinking and he does not see that coming back in the foreseeable future. He said money comes from students, fundraising, and cost cutting. He said he believes we need to do a lot more in the world of private fundraising and in other areas other than the traditional source of funds, which is tuition dollars from the students since there are very little additional public funds. He said we need to challenge the foundations to review cost issues more. He said he is not suggesting the system is inefficient but there is a belief out there that we could aggressively go out and consider other efficiency measures. He also appreciates the private fundraisers and donors for their gifts to the institutions. He said this initiative can and should be done with private sector funds. However, if that cannot be done he is fine if this is done using university marketing funds. He is not comfortable using Board office money.

As a separate matter Regent Schieffer said he would like a clear accounting of any unrestricted funds the Board office has in its budget. He wants to see and understand any “rainy day” funds the Board office might have in its budget.

IT WAS MOVED by Regent Morgan, seconded by Regent Stork, that the Board approve the recommended actions as set forth in the Secretary’s Report and that it publish said Report and official actions in the formal minutes of this meeting. Motion passed.

A copy of the Secretary’s Report can be found on pages 2115 to 2217 of the official minutes.

PLANNING SESSION (CONTINUED)

2-H Advisor Study Results – Continued

Regent Schieffer said he has a number of questions about the enhanced academic advising efforts in the past several years, including how much the system has spent in this regard, the results of the effort, and how that informs our decisions going forward.

Dr. Tasha Dannenbring, System Director of Institutional Research, showed how graduation rates have increased slightly in the system and how that paralleled the increase in academic advising efforts.

Dr. Dannenbring introduced Dr. Jody Owen, SDSU Director of the Advising Center. Dr. Owen explained that in addition to the model being more impactful on retention, the professional advisor model is more cost effective than faculty advisors. In response to a question from Regent Morgan, Dr. Owen explained that faculty members can do more instruction or research if they do not also have the responsibility to do academic advising.

Regent Wink said that academic advisors are critical to the work being done with Pell eligible students.

Regent Schaefer pointed to the faculty advisor comment in the Advisor Study that showed a failing of that model. The comment demonstrated the inability to prioritize faculty advising responsibilities when juggling their course loads and how that compared to the more structured model of professional advisors.

Dr. Dannenbring and Dr. Owen said faculty members serve as mentors when a professional advisor model is in place. The professional advisors take a very holistic approach to advising whereas faculty members see their role as helping students choose their courses.

Regent Bastian noted that the particular comment was provided by a faculty member with a full load, which may suggest that this is an unworkable set up.

Regent Schieffer said the professional advising model six years ago was going to be the silver bullet to turn the corner to increasing graduation rates. He said his expectation was to increase graduation rates to 70 and 80%. He is trying to understand cause and effect and how the investment has increased the graduation rate and what else we should do to increase that measure.

A copy of the Advisor Study Results can be found on pages 2202 to 2216 of the official minutes.

2-F Lean Process and System Efficiencies

In preparation for the upcoming Lean review commissioned by the Legislative Research Council, Becky Degen, SDSU's Director of Continuous Improvement, conducted a 45-minute Lean 101 training session for the Board, Council of Presidents and Superintendents, and Board office staff.

Dr. Paul B. Beran, Board of Regents Executive Director and CEO, explained that the Board office has started this process with an initial Kaizen event to examine the central office Board staff and functions. Additionally, he explained he has started to work with the Legislative Research Council to put together an RFP to begin work with a consultant after the 2020 legislative session. In the meantime, he explained the anticipated next steps in the Kaizen process which will inform the entire process.

In response to a question about what Director Degen observed during the initial Kaizen event, Regent Morgan explained that the role of the facilitator is to facilitate and let the group determine where the problems lie. He said that is what makes the process so powerful.

A copy of the Lean Process and System Efficiencies can be found on page 2181 of the official minutes.

ADJOURNMENT

IT WAS MOVED by Regent Bastian, seconded by Regent Schaefer, to adjourn the meeting. Motion passed. The meeting adjourned at 11:40 a.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Thursday, August 8, 2019, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL 1-25-2, but no official action on them is being proposed at this time.

Recommended Actions:

3-G.1 – Award one (1) year of prior service credit toward promotion for Kristi Cammack (SDSU).

3-G.2 – Award honorary Doctorate of Public Service degree to Kenneth Higashi (BHSU).

3-G.3 – Approve the salary adjustments and appointments as outlined in Attachment I.

3-G.5 – Adopt the Resolution of Recognition for Dr. Monte Kramer as found in Attachment II.

SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY

Name	Title	Effective Date	Job Change Reason	New Rate	New Salary	Previous Rate	Previous Salary	% Increase
Sarah Folsland	WiSE Coordinator	22-May-19	Market Increase	\$ 23.57	\$ 24,514.31	\$ 20.69	\$ 21,514.31	14%

SOUTH DAKOTA STATE UNIVERSITY

Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Cassy Hultman	Acad Nursing Clinical Site Mnr	22-May-19	Change Salary Rate/Pay Grade	\$ 38.25	\$ 79,562.00	\$ 36.09	\$ 75,059.00	6%
Aimee Ladonski	Vol Dev. Ext Field Spec III	22-May-19	Reclassification	\$ 28.24	\$ 58,733.00	\$ 25.53	\$ 53,100.00	11%
Angie Rondeau	Financial Analyst	22-May-19	Equity Adjustment	\$ 24.08	\$ 50,086.40	\$ 22.55	\$ 46,904.00	7%

UNIVERSITY OF SOUTH DAKOTA

Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Wayne Berninger	Academic Advisor	22-May-19	Permanent Additional Duties	\$ 21.39	\$ 44,500.00	\$ 19.23	\$ 40,000.00	11%
Nicholas Cerny	Assoc Dir, Admissions	22-May-19	Permanent Additional Duties	\$ 31.17	\$ 64,840.00	\$ 29.25	\$ 60,840.00	7%
Brett Mockler	Assistant Director, Admissions	22-May-19	Permanent Additional Duties	\$ 27.01	\$ 56,185.50	\$ 25.09	\$ 52,185.50	8%
Mark Weyer	Assist Dir, Bldg Maintenance	22-May-19	Reclassification	\$ 30.77	\$ 64,000.00	\$ 21.08	\$ 43,845.47	46%

APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR

Name	Title	Effective Date	Salary	Institution
Heather Forney	Vice President for Finance & Administration	9-Sep-19	\$195,000.00	Board of Regents
Kas Williams	Chief Diversity Officer	22-May-19	\$81,000.00	SDSU

SPECIAL RESOLUTION

WHEREAS, on September 27, 2019, Monte Kramer will fulfill a combined 36 years of service to the state of South Dakota; and

WHEREAS, Dr. Kramer served the South Dakota public university system for more than 34 of those 36 years, first as a budget analyst and later as the system’s assistant director of budget and finance from 1985 to 1994 at the Board of Regents’ central office in Pierre, then at the University of South Dakota from 1994 to 2000 as the campus comptroller, and finally, from 2000 to 2019, back at the Regents’ central office as system vice president of finance and administration; and

WHEREAS, he devoted his professional life to advocating for higher education funding by developing and managing an \$830 million budget that supports 33,000 students and more than 5,000 employees; and

WHEREAS, he focused system-wide efforts to achieve new efficiencies in shared services such as payroll, purchasing, accounts payable, and enrollment services; and

WHEREAS, he served as financial officer of record to oversee more than \$377 million in bonding for campus auxiliary facilities and represented the Board in bond issues totaling \$302 million from the South Dakota Building Authority to finance academic buildings; and

WHEREAS, Dr. Kramer has worked for eight executive directors during his time in the Regents’ system and for four of those as the chief financial officer; and

WHEREAS, Dr. Kramer, throughout his service to the Board and this state, produced work of the highest quality and has acted with the utmost dedication, integrity, and purpose.

THEREFORE, BE IT RESOLVED, that the South Dakota Board of Regents, its staff, campus administrators, and faculty wish to recognize and express appreciation and sincere thanks to Dr. Monte Kramer for his dedicated service to public higher education in South Dakota; and

BE IT FURTHER RESOLVED, Dr. Monte Kramer be accorded this recognition for his outstanding service, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to Dr. Kramer.

Adopted this 8th day of August, 2019.

SOUTH DAKOTA BOARD OF REGENTS

Kevin V. Schieffer, President

John W. Bastian, Vice President

Jim Morgan, Secretary

ATTEST:

Paul B. Beran, Executive Director & CEO

Special Resolution Number 02-2019

State Authorities/Boards/Commissions - Annual Disclosure Form

ANNUAL DISCLOSURE FOR AUTHORITY/BOARD/COMMISSION MEMBER
PURSUANT TO SDCL CHAPTER 3-23

THIS IS A PUBLIC DOCUMENT

Name of Member:

Name of Board, Authority or Commission:

The Member shall disclose below any contract in which the Member has an interest or from which the Member derives a direct benefit if the contract is:

1. With the state agency to which the Member's board, authority or commission is attached for reporting or oversight purposes and which contract requires the expenditure of government funds;
2. With the state and which contract requires the approval of the Member's board, authority or commission and the expenditure of government funds; or
3. With a political subdivision of the state if the political subdivision approves the contract and:
 - a. Is under the regulatory oversight of the authority, board, or commission, or
 - b. Is under the regulatory oversight of the agency to which the Member's board, authority or commission is attached.

The Member shall disclose the contract even though no additional authorization is needed from the Member's board, authority or commission to have an interest or derive a benefit from the contract.

The Member shall also identify every entity in which the Member possesses an ownership interest of five percent or greater if:

1. The entity receives grant money from the State, either directly or by a pass-through grant or
2. The entity contracts with the State or any political subdivision for services.

1. Contracts in which you have an interest pursuant to SDCL Chapter 3-23 and which do not violate any other provision of law - Provide the following for each contract in which you have, or will have, an interest. For further information see SDCL 3-23-2.1 and 3-23-3.1.

Description of the contract	Parties	Description of your interest/role in the contract	Date contract was previously disclosed; if applicable
Purchase of large format LED displays and control systems along with installation and support services. The transactions/contracts happen periodically but without my direct involvement. Typically these are purchased through a University Foundation and not directly by a state institution.	Daktronics and BOR Institutions.	I serve on the Board of Directors of Daktronics. I have no direct role in any of the contracts/transactions or the decision-making related thereto, nor do I receive any compensation, commission, or monetary compensation of any kind attributable to the contracts/transactions.	N/A

add row

2. Contracts in which you have a direct benefit pursuant to SDCL Chapter 3-23 - Provide the following for each contract from which you derive, or will derive, a direct benefit. For more information see SDCL 3-23-2, 3-23-2.2 and 3-23-3.1.

Description of the contract	Parties	Description of the direct benefit	Date contract was authorized

add row

3. Entities in which you possess an ownership interest of five percent or more that receive grant money from the State, either directly or by a pass-through grant, or that contract with the State or any political subdivision for services - Provide the following for each such entity. See SDCL 3-23-3.1.

Description of the contract or grant	Party in which you possess the interest	State agency or subdivision

add row

The member shall complete a separate authorization request for any contract identified above that requires authorization from the Member's board, authority or commission in order for the Member to legally derive a direct benefit.

Signature of Member: 
 Date: 12 AUG 2019

SOUTH DAKOTA BOARD OF REGENTS

Board Work

AGENDA ITEM: 1 – D
DATE: August 7-8, 2019

SUBJECT

Report of the Executive Director / 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 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 designee.

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS OF THE EXECUTIVE DIRECTOR

Maintenance and Repair Projects ((\$50,000 - \$250,000))

South Dakota State University

Campus-Wide (Various Buildings) – Water Meter Upgrades: Using residual general funds, SDSU requests to install, replace, or upgrade various meters across campus. This will bring the university one step closer to the ultimate goal of having every utility for every building metered through the building authorization system Metasys. The cost for this project is estimated at \$142,653.

University Center – Sioux Falls

GEAR Building – Boiler Replacement: A 2.5 million BTU boiler and a 1.0 million BTU boiler have both failed within the Gear Building and need to be replaced prior to the coming winter. UC-SF requests emergency approval to use \$320,169 of residual HEFF funds to replace both boilers.

Clerical BOR Policy Updates

BOR Policy 2:13 – Third Party Requests for Academic Credit was updated on July 17, 2019, to correct the following clerical error (noted in red below) in the first paragraph of the policy:

Universities are authorized to receive and evaluate requests from groups, governmental agencies, businesses, associations, and other entities for academic credit for workshops and conferences. This includes Regental campus entities financed by grant funds. Refer to BOR policies 5:5, 5:5:3, and 5:17 for information on tuition, fees, and use of the Special Externally Funded Tuition Rate.

BOR Policy 5:5:3 – Tuition and Fees: Special Course Types was updated on July 17, 2019, to correct the following clerical error (noted in red below) in Section 1.5.3:

1.5.3. The third party must pay for the instructor's salary (see BOR Policy ~~2:12~~ 2.13 and COHE agreement), course materials, and travel expenses for the instructor.

Leave Without Pay in Excess of Three Months

The University of South Dakota

- Armik Mirzayan: 08/20/2019 – 05/15/2020
Associate Professor, Modern Languages and Linguistics
(Approved 06/20/2019)

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

All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – A
DATE: August 7-8, 2019

SUBJECT

Strategic Planning Preparations

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

As the Board of Regents' current strategic plan approaches completion (2014-2020), the system positions itself to develop its next iteration.

IMPACT AND RECOMMENDATIONS

Given that the University of South Dakota and the Board of Regents are simultaneously conducting a strategic planning process, USD Provost Kurt Hackemer and Chief of Staff Laura McNaughton will facilitate an exercise that will draw upon the expertise and insight of Board members, presidents and superintendents, and Board office staff to identify and prioritize some of the major issues and trends that will affect higher education in South Dakota through the next decade. This is an opportunity to engage in a face-to-face dialogue and gather information that will inform the direction of both plans.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – B
DATE: August 7-8, 2019

SUBJECT

Moving from Transactional to Transformational Higher Education in South Dakota

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Currently higher education in general is bound by fences created to manage people and situations. Oftentimes, there is no exit from these fences, or the exits are from particular gates. To survive and then flourish in this century, higher education must kick the fences down and “ride the prairie.”

Positive movement will primarily happen if the system can move from a transactional approach to a transformational model. But both models are based on the kind of leadership inherent to the organization. A transactional model employs traditional rewards and punishments for performance. It is a reactive model that works best to preserve the status quo and develop the existing organizational culture and structure. A transformational model employs enthusiasm and aspiration to proactively inspire change in the existing structure. Therefore, a transformational model is not looking for the one next big thing as much as the next many opportunities to change an institution or an institutional culture from one based on bureaucracy to one based on innovation and group priority, not individual priority.

The models of course and content delivery, content management, on-line education, lifelong learning, control of information, changing critical thinking skills, applied learning to replace traditional classroom seat time, global influences on cultural interpretation and perspective, immediacy of necessary learning, relatability of job to degree, and technologies that are transforming our vision of what knowledge means—these are just some of the realities that higher education is grappling with and must figure out in the 21st century. And figuring out how it all fits into a new world of higher education will require kicking the fences down and embracing transformational thinking.

IMPACT AND RECOMMENDATIONS

With preparations for strategic planning for the future of higher education in South Dakota underway, the Board of Regents has an opportunity to discuss and review how higher education can grow, mature, and develop in the future.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – C
DATE: August 7-8, 2019

SUBJECT

Reshaping and Reintroducing Dakota’s Promise

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The state of South Dakota requires a consequential need-based scholarship program for its citizens. South Dakota ranks last out of 50 states and the District of Columbia in terms of average grant aid provided by the state. The lack of state investment in need-based funding, will likely continue to place a college education out of reach for students from low income families. This has significant long-term effects on economic mobility opportunities for individuals as well as long-term workforce implications for South Dakota.

In 2019 the Dakota’s Promise Scholarship program proposal was presented to both Governor Daugaard and newly elected Governor Noem. Neither Governor included it in the 2019 general bill. However, at the end of the 2019 session, a trial, one-time expenditure based on the original request nearly received the support it needed to pass, but it was ultimately unsuccessful.

The proposed 2020 Dakota’s Promise version attempts to address some of the legislators’ concerns. In an effort to re-examine the program to ensure it is designed to best serve the higher education needs of the state, Dr. Beran formed a workgroup to reinvent the Dakota’s Promise proposal, including representatives from the public university system, private universities, technical institutes and tribal colleges. The group met on June 21, 2019 and July 19, 2019 to develop the parameters for a revised scholarship program that would be offered to the Board of Regents for consideration at its August retreat.

Members of the workgroup included the following:

1. Dr. Paul Beran, BOR Executive Director and CEO
2. Jay Perry, BOR VP of Academic Affairs
3. Monte Kramer, BOR VP of Finance and Administration
4. Nathan Lukkes, BOR General Counsel
5. Tasha Dannenbring, BOR Director of Institutional Research
6. Jim Morgan, Regent
7. Sharon Kienow, NSU – Director of Financial Aid

(Continued)

INFORMATIONAL ITEM

8. Michaela Willis, SDSU – VP Student Affairs
9. Heather Forney, SDSMT – VP Finance
10. Carmen Simone, CCSF – Executive Director
11. Sheila Gestring, USD – President
12. Kurt Hackemer, USD – Provost
13. RyAnne Blau, Student Federation Chair
14. Tiffany Sanderson, Governor's office, Policy Analyst*
15. Brittini Skipper, Governor's office, BFM*
16. Theresa Kriese, DWU, CFO/Executive VP
17. Shannan Nelson, Augustana, VP for Finance and Administration/CFO
18. Kelly Oehlerking, WDI, VP for Institutional Effectiveness and Student Success
19. Scott DesLauriers, SD Board of Technical Education
20. Randy Smith, Sisseton Wahpeton College, President
21. Natalie Anderson, Lower Brule College, President

*Governor's staff participation does not mean automatic support for the scholarship and any final proposal will work through the traditional budget and/or legislative processes.

IMPACT AND RECOMMENDATIONS

As a result of the Dakota's Promise Workgroup discussions, the scholarship proposal and budget for the reshaped Dakota's Promise Scholarship program has been developed for discussion by the Board. The program proposal can be found as Attachment I.

ATTACHMENTS

Attachment I – 2020 Dakota's Promise Workgroup Proposal

SCHOLARSHIP NAME:

Dakota's Promise Scholarship (2020 Version)

SCHOLARSHIP NEED:

South Dakota's Workforce Needs More Educated People. The state of South Dakota requires a consequential need-based scholarship program for its citizens. South Dakota ranks last out of 50 states and the District of Columbia in terms of average grant aid provided to students by the state. The lack of state investment in need-based funding, will likely continue to place a college education out of reach for students from low income families. This has significant long-term effects on economic mobility opportunities for individuals as well as long-term workforce implications for South Dakota.

South Dakota has a Competitive Disadvantage. It is increasingly difficult for students from low income families to attend South Dakota universities, due in part to the lack of available aid options for South Dakota students. As evidence of this, the number of Pell Grant recipients at state universities is sharply declining. More specifically, the university system has lost 2,400 Pell recipient students between 2010 and 2018. Furthermore, between 2008 and 2016, states that border South Dakota all increased their available grant aid at higher percentage rates than South Dakota, leaving the state at a growing disadvantage in recruiting students from low income families in comparison to our neighbors (ND, MT, WY, NE, IA, MN).

South Dakota Students have a Daunting Financial Gap. The average *total* price of attendance (e.g., tuition, fees, books, housing, etc.) at South Dakota public universities is competitive nationally and within the region. However, the average *net* price (average net price = total price of attendance minus average grant aid*) for South Dakota's public universities is the highest in the region by at least \$2,000 annually due to low average grant aid. Limited grant aid opportunities make the gap between Pell Grants and the net price out of reach for low income families. *"Grant aid" includes non-loan aid awarded to first-time, full-time, degree-seeking undergraduates and includes all federal, state, local, and institutional grants and scholarships.

Financial Reasons are a Major Graduation Barrier for Pell Grant Recipients. Often due to an inability to stay enrolled for financial reasons, students receiving Pell Grants regardless of academic aptitude are statistically less likely to graduate than those who are not eligible for Pell Grants. In fact, the six-year graduation rate at South Dakota's public universities is 10% lower among South Dakota Pell recipients who received the Opportunity Scholarship than those who received the Opportunity Scholarship but did not qualify for Pell Grants.

ELIGIBILITY CRITERIA:

Pell Grant Eligible. Paying for college is difficult for all students; however, students from low income families face additional barriers to degree completion. For the purpose of the proposed Dakota's Promise Scholarship, the initial requirement for eligibility for the Dakota's Promise Scholarship is eligibility to receive a federal Pell Grant as that demonstrates significant financial need.

Academic Criteria. It is responsible to invest South Dakota dollars where they can make the biggest impact. Therefore, in addition to significant financial need, students also must meet certain academic criteria to be eligible for the Dakota's Promise Scholarship. This criteria includes a minimum ACT score of 18 (or Accuplacer equivalent) AND a minimum high school GPA of 3.0. The data shows that students who meet this academic criteria graduate at a 25% higher rate than those with lower academic credentials.

First Time, Full Time Freshman. Research shows that time and money are the biggest barriers to graduation. In fact, when students attend college at a full-time status they are 15% more likely to persist to graduation. Given these statistics on student success, students must attend an institution full-time to receive the Dakota's Promise Scholarship. For the purpose of this scholarship, "full-time" will be considered 30 credit hours over the course of a full academic year, including the summer term. Additionally, a student must be a first-time student in order to be eligible for the Dakota's Promise Scholarship.

South Dakota Residents. In order to be eligible for the Dakota's Promise Scholarship a student must be a resident of South Dakota.

Attending SD Higher Education Institution. In order to be eligible for the Dakota's Promise Scholarship a student must attend a South Dakota public university, South Dakota not-for-profit private university, or South Dakota tribal college.

Two and Four Year Scholarship. Students who receive the Dakota's Promise Scholarship will be awarded the scholarship for two and four consecutive years depending on the course of study. If students transfer from one participating institution to another, the scholarship will follow them.

BUDGET NEEDED:

South Dakota resident, Pell-eligible students have an average financial gap of \$6,884.42 per year of school to pay for their South Dakota higher education. A student's financial gap is the difference between the cost of education and what the student can reasonably be expected to pay through work, scholarships, etc.

Average Total Cost to student	\$23,260.42
Pell amount	\$6,095.00
Average Scholarship award	\$4,467.00
Expected Student Contribution	\$5,814.00
	\$6,884.42

The Dakota's Promise Scholarship is designed to help fill the financial gap of eligible students by \$2,500 per student per year. This scholarship will provide students with the means to be successful in South Dakota higher education. Additionally, it makes South Dakota higher education institutions competitive regionally.

To determine the total budget needed to fund the scholarship program, the number of eligible students entering the public universities, private universities, and tribal colleges during Academic Year 2016 were calculated. Because the student population is projected to be flat over the next several years, it is reasonable to believe this number is a valid prediction for the near future.

Recognizing that not all participants will successfully escalate to the next year of their education, an estimated retention rate of 80% per year is projected. Therefore, the dollar amount required to fund the scholarship program for year 1 is higher than the dollar amounts needed in subsequent years. The ongoing eligibility requirements are yet to be determined.

Below is the budget for the scholarship program as proposed.

	Funded at \$2,500 per student per academic year			
	BOR	Private	Tribal	
FTFT	526	187	68	\$1,952,500
So	421	150	54	\$1,562,000
JR	337	120	44	\$1,249,600
SR	269	96	35	\$999,680
				\$5,763,780

SUCCESS RATES:

The current four-year graduation rate at South Dakota public universities is 43% for full time, resident Pell recipients who earned a minimum of an 18 ACT and 3.0 high school GPA. This scholarship is projected to produce a 51% four-year graduation rate for the same population. Any intervention that creates an increase of 12% in graduation rates is considered a major success. This would be life changing for the people who graduate with a university degree. It would be game changing for the South Dakota workforce and economy.

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – D
DATE: August 7-8, 2019

SUBJECT

College Affordability in South Dakota: A Critical Analysis

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The Board received a data report on college affordability during the [August 2018](#) discussion on institutional investments in Dakota’s Promise scholarship funding. An updated version of that report is attached for the Board’s review. Key elements of the attached report include:

- South Dakota’s “Total Price of Attendance” ranks in the middle of public university systems in the country, competitive with regional and national competitors.
- The average grant aid available from all sources ranks among the lowest in the country, leaving the “Average Net Price” (*Average Net Price = Total Price of Attendance – Average Grant Aid*) among the highest in the country. This net price problem directly correlates to the lack of state aid programs in South Dakota: “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 \$1,295 in state grant aid each year to students receiving such aid. The analogous regional and national averages are \$2,659 and \$3,322, respectively.”
- It is increasingly difficult for students from low income families to attend South Dakota universities, due in part to the lack of available aid options for South Dakota students. As evidence of this consequences of the lack of state investment in aid for South Dakota students, the number of Pell Grant recipients at state universities is sharply declining. The university system has lost 2,400 Pell recipient students between 2010 and 2018.

IMPACT AND RECOMMENDATION

Addressing the lack of grant aid available to students, particularly low income students, is integral to maintaining the levels of graduate production for South Dakota’s public

(Continued)

INFORMATIONAL ITEM

universities. While the Board and individual institutions should continue to investigate efficiency measures reducing or maintaining current tuition and fee costs, that only addresses one aspect of the larger issue of affordability. The lack of state investment in grant/scholarship dollars, specifically those related to need-based funding, will likely continue to place a college education out of reach for students from low income families. This has significant long-term effects on economic mobility opportunities for individuals as well as long-term workforce implications for South Dakota.

ATTACHMENTS

Attachment I – Special Data Analysis: College Affordability in SD – A Critical Analysis

*** 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 dollar amount actually paid for a year of attendance at a given school. In practice, average net price is calculated as:

$$\textit{Average Net Price} = \textit{Total Price of Attendance} - \textit{Average Grant Aid}$$

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. https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf

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 \$22,393, ranked 24th highest in the nation. Falling slightly below the national average of \$23,248, 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.**

Table 1
Total Price of Attendance, South Dakota Universities

	State Average	National Average	National Rank
Total Price of Attendance	\$22,393	\$23,248	24

The second component of average net price, however, tells a different story. Overall, South Dakota's public universities award an average of \$4,467 in grant aid per recipient each year, far lower than the national average of \$7,548 (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 starkly by aid category. Namely, while grant aid from federal sources falls close to the center of the national distribution, the same cannot be said of state aid (ranked 3rd lowest in the nation) and institutional aid (ranked 4th lowest in the nation).

Table 2
Average Grant Aid, South Dakota Universities

	State Average	National Average	National Rank
Average Grant Aid, All	\$4,467	\$7,548	2
Average Grant Aid, Federal	\$4,686	\$4,644	31
Average Grant Aid, State	\$1,295	\$3,322	3
Average Grant Aid, Institutional	\$2,659	\$4,501	4

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 \$1,295 in state grant aid each year to students receiving such aid. The analogous regional and national averages are \$2,659 and \$3,322, respectively.⁴ It follows that South Dakota awards \$1,364 less than the regional average (i.e., 51.3 percent less) and \$2,027 less than the national average (i.e., 61.0 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 2016-17 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, non-tribal 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 "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 8th most-expensive in the country by the average net price measure. At more than \$4,000 higher than the national average, South Dakota institutions are priced 31.6 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 \$2,600 (i.e., 18.5 percent higher).

Table 3a
Average Net Price, South Dakota Universities

	State Average	National Average	National Rank
Average Net Price, Overall	\$16,706	\$12,697	8

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 \$13,881 per year, an amount 40.9 percent higher (i.e., \$4,030) 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 6.7 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 Universities

	State Average	National Average	National Rank
Average Net Price, \$0-\$30,000	\$13,881	\$9,852	6
Average Net Price, \$30,001-\$48,000	\$14,654	\$10,975	7
Average Net Price, \$48,001-\$75,000	\$17,492	\$13,942	9
Average Net Price, \$75,001-\$110,000	\$19,271	\$16,894	12
Average Net Price, \$110,001 or more	\$19,302	\$18,090	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.

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 1a
Average Net Price by Family Income Group, Gaps vs. National Average (Dollars)

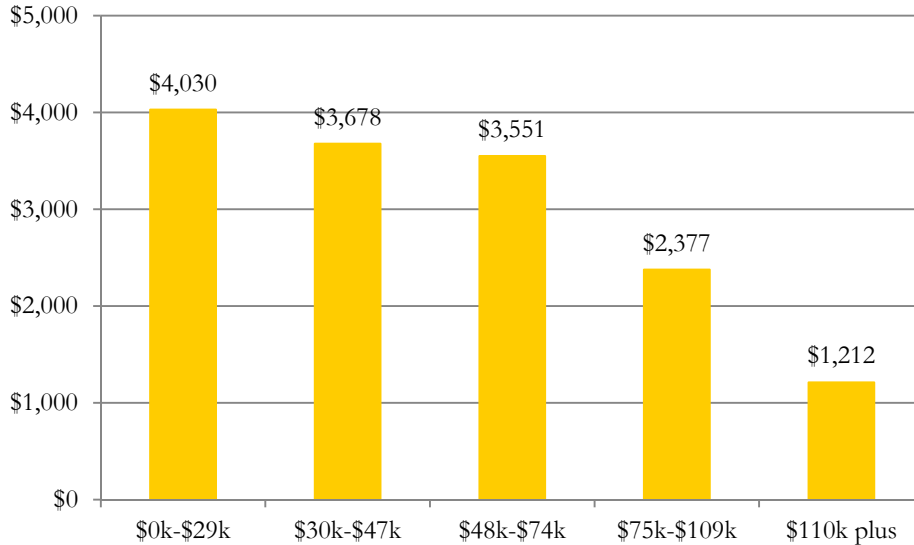
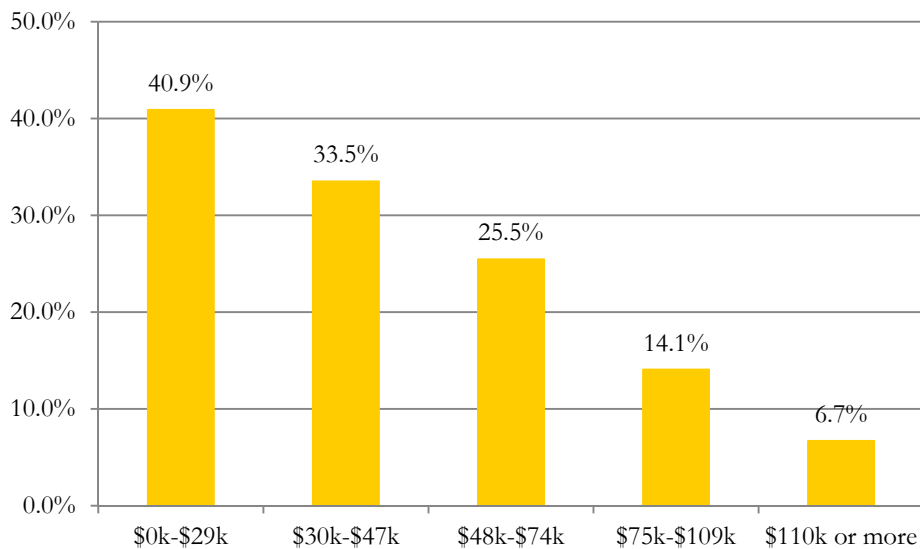


Figure 1b
Average Net Price by Family Income Group, Gaps vs. National Average (Percentages)



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 several years.⁵ Among resident undergraduate students enrolled during the fall term, the decline in the percentage of regental students receiving Pell grants has been substantial. Among resident students alone, 2,392 fewer students received a Pell grant in Fall 2018 than in Fall 2010, a decline of 35.1 percent. Pell recipients constituted 31.5 percent of undergraduate resident students in Fall 2010, but only 22.5 percent of such students in Fall 2018. Non-resident Pell recipients have fallen as well, though in lesser numbers.

Table 4
Undergraduate Resident Pell Recipients, Regental System

	Student Count	Pell Count	Percent
Fall 2010	21,617	6,817	31.5%
Fall 2011	21,507	6,549	30.5%
Fall 2012	21,233	6,012	28.3%
Fall 2013	20,663	5,806	28.1%
Fall 2014	20,576	5,433	26.4%
Fall 2015	20,212	4,901	24.2%
Fall 2016	19,964	4,643	23.3%
Fall 2017	20,199	4,566	22.6%
Fall 2018	19,665	4,425	22.5%

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 <https://www.sdbor.edu/dashboards/Pages/College-Matriculation.aspx>

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 689; low ranks are undesirable and high ranks are desirable.

Table A1
Total Price of Attendance by University

	BHSU	DSU	NSU	SDSMT	SDSU	USD
Total Price of Attendance	\$20,199	\$20,769	\$20,607	\$24,880	\$26,527	\$21,377
National Rank	411	381	389	174	111	351

Table A2
Average Grant Aid by University

	BHSU	DSU	NSU	SDSMT	SDSU	USD
Average Grant Aid (All)	\$4,340	\$3,812	\$5,074	\$4,230	\$4,201	\$5,145
National Rank	52	21	114	42	41	125
Average Grant Aid (Federal)	\$4,580	\$4,532	\$5,639	\$4,383	\$4,324	\$4,658
National Rank	295	261	673	165	123	351
Average Grant Aid (State)	\$1,263	\$1,262	\$1,383	\$1,251	\$1,264	\$1,348
National Rank	59	58	70	57	60	68
Average Grant Aid (Institutional)	\$2,479	\$1,604	\$2,663	\$2,909	\$2,695	\$3,605
National Rank	174	86	193	221	198	280

Table A3
Average Net Price, Overall and by Family Income and by University

	BHSU	DSU	NSU	SDSMT	SDSU	USD
Average Net Price, Overall	\$14,807	\$16,513	\$14,489	\$19,577	\$18,204	\$16,647
National Rank	216	124	240	37	68	118
Average Net Price, \$0-\$30,000	\$13,139	\$13,894	\$11,176	\$15,885	\$15,626	\$13,567
National Rank	123	96	247	38	44	110
Average Net Price, \$30,001-\$48,000	\$13,598	\$14,775	\$11,909	\$16,937	\$16,062	\$14,641
National Rank	166	112	276	41	65	117
Average Net Price, \$48,001-\$75,000	\$16,590	\$17,080	\$16,182	\$18,863	\$18,854	\$17,384
National Rank	182	149	204	83	84	133
Average Net Price, \$75,001-\$110,000	\$17,732	\$18,900	\$17,482	\$21,642	\$20,766	\$19,106
National Rank	295	238	309	93	124	223
Average Net Price, \$110,001 or more	\$17,897	\$19,172	\$17,800	\$21,132	\$20,868	\$18,941
National Rank	341	263	347	169	184	284

Table A4
Undergraduate Resident Pell Recipients by University

	BHSU	DSU	NSU	SDSMT	SDSU	USD
Fall 2010 Student Count	3,138	2,256	2,051	1,232	7,636	5,304
Fall 2011 Student Count	3,117	2,252	2,238	1,159	7,450	5,291
Fall 2012 Student Count	3,026	2,228	2,285	1,152	7,191	5,351
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 2018 Student Count	2,782	2,075	2,365	1,109	6,114	5,220
Fall 2010 Pell Count	1,257	535	607	382	2,371	1,665
Fall 2011 Pell Count	1,249	540	587	354	2,231	1,588
Fall 2012 Pell Count	1,122	489	508	344	1,991	1,558
Fall 2013 Pell Count	1,102	480	496	359	1,897	1,472
Fall 2014 Pell Count	969	480	476	372	1,757	1,379
Fall 2015 Pell Count	899	474	423	335	1,566	1,204
Fall 2016 Pell Count	828	475	404	297	1,424	1,215
Fall 2017 Pell Count	811	434	400	278	1,439	1,204
Fall 2018 Pell Count	753	437	413	247	1,353	1,222
Fall 2010 Pell Percent	40.1%	23.7%	29.6%	31.0%	31.1%	31.4%
Fall 2011 Pell Percent	40.1%	24.0%	26.2%	30.5%	29.9%	30.0%
Fall 2012 Pell Percent	37.1%	21.9%	22.2%	29.9%	27.7%	29.1%
Fall 2013 Pell Percent	36.4%	21.9%	23.4%	30.0%	27.6%	28.1%
Fall 2014 Pell Percent	32.2%	23.6%	20.6%	30.0%	26.0%	26.4%
Fall 2015 Pell Percent	31.1%	23.3%	18.6%	27.6%	23.3%	23.7%
Fall 2016 Pell Percent	29.2%	23.6%	17.6%	24.7%	22.2%	23.4%
Fall 2017 Pell Percent	27.5%	21.6%	16.5%	24.2%	22.6%	22.8%
Fall 2018 Pell Percent	27.1%	21.1%	17.5%	22.3%	22.1%	23.4%

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

**REVISED
AGENDA ITEM: 2 – E
DATE: August 7-8, 2019**

SUBJECT

FY21 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 FY21. The Board will need to finalize their budget recommendations as part of the August Retreat meeting.

IMPACT AND RECOMMENDATIONS

A recommendation from the Executive Director on the FY21 Budget Proposal was provided to the Board in a July weekly report. Attached are the details of the recommendation for review by the Board. A summary of the Executive Director’s recommendation for FY21 General Fund increase follows:

- System – Dakota’s Promise – \$1,952,500, year 1 of 4
- System – Maintenance & Repair Request – \$5,893,054.
- System – SD Opportunity Scholarship Funding – 100,000
- USD – Health Sciences Building – \$10,000,000
- SDSM&T – Ascent Incubator Building – \$2,000,000 (one-time)
- DSU – Cyber Cync Incubator and Entrepreneurial Center – \$396,073 (one-time) and 1.0 FTE
- NSU – American Indian Circle Program – \$154,577 and 2.0 FTE
- BHSU – Native American Student Success – \$249,872 and 2.8 FTE
- SDSU – Rural Veterinary Medical Education – \$275,000 (one-time)

The Board should review the recommendations 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 7-8, 2019.

ATTACHMENTS

Attachment I – FY21 BOR Budget Proposal

INFORMATIONAL ITEM

*SD BOARD OF REGENTS
FY21 BUDGET PRIORITIES*





TABLE OF CONTENTS

Budget Priorities Summary	3
Dakota’s Promise	4
General Fund M&R	9
SD Opportunity Scholarship	12
BHSU Native American Student Success	14
DSU Cyber Cync Incubator & Entrepreneurial Center	17
NSU American Indian Circle Program	21
SDSM&T Ascent Incubator Building	24
SDSU Rural Veterinary Medicine	31
USD Health Sciences Building	33
Appendix I – Summary of All Budget Proposals	41



FY21 BUDGET PRIORITIES

- 1) **Dakota's Promise**
\$1,952,500 base funding
- 2) **General Fund M&R**
\$5,893,054 base funding
- 3) **SD Opportunity Scholarship**
\$100,000 base funding
- 4) **BHSU Native American Student Success**
\$249,872 base funding and 2.8 FTE
- 5) **DSU Cyber Cync Incubator & Entrepreneurial Center**
\$396,073 one-time funding, 1.0 FTE
- 6) **NSU American Indian Circle Program**
\$154,577 base funding, 2.0 FTE
- 7) **SDSM&T Ascent Incubator Building**
\$ 2,000,000 one-time funding
- 8) **SDSU Rural Veterinary Medicine**
\$275,000 one-time funding
- 9) **USD Health Sciences Building**
\$10,000,000 one-time funding



Goal - Create a needs based scholarship program that will close the gap between existing financial aid and family support to meet the cost of attendance for South Dakota students attending any university or technical school.

FY21 Budget Request - \$1,952,500, year 1 of 4





Dakota's Promise
\$1,952,500 base funding

SCHOLARSHIP NEED

South Dakota's Workforce Needs More Educated People.

The state of South Dakota requires a consequential need-based scholarship program for its citizens. South Dakota ranks last out of 50 states and the District of Columbia in terms of average grant aid provided to students by the state. The lack of state investment in need-based funding, will likely continue to place a college education out of reach for students from low income families. This has significant long-term effects on economic mobility opportunities for individuals as well as long-term workforce implications for South Dakota.

South Dakota has a Competitive Disadvantage.

It is increasingly difficult for students from low income families to attend South Dakota universities, due in part to the lack of available aid options for South Dakota students. As evidence of this, the number of Pell Grant recipients at state universities is sharply declining. More specifically, the university system has lost 2,400 Pell recipient students between 2010 and 2018. Furthermore, between 2008 and 2016, states that border South Dakota all increased their available grant aid at higher percentage rates than South Dakota, leaving the state at a growing disadvantage in recruiting students from low income families in comparison to our neighbors (ND, MT, WY, NE, IA, MN).

South Dakota Students have a Daunting Financial Gap.

The average total price of attendance (e.g., tuition, fees, books, housing, etc.) at South Dakota public universities is competitive nationally and within the region. However, the average net price (average net price = total price of attendance minus average grant aid*) for South Dakota's public universities is the highest in the region by at least \$2,000 annually due to low average grant aid. Limited grant aid opportunities make the gap between Pell Grants and the net price out of reach for low income families. *"Grant aid" includes non-loan aid awarded to first-time, full-time, degree-seeking undergraduates and includes all federal, state, local, and institutional grants and scholarships.

Financial Reasons are a Major Graduation Barrier for Pell Grant Recipients.

Often due to an inability to stay enrolled for financial reasons, students receiving Pell Grants regardless of academic aptitude are statistically less likely to graduate than those who are not eligible for Pell Grants. In fact, the six-year graduation rate at South Dakota's public universities is 10% lower among South Dakota Pell recipients who received the Opportunity Scholarship than those who received the Opportunity Scholarship but did not qualify for Pell Grants.



Dakota's Promise
\$1,952,500 base funding

ELIGIBILITY CRITERIA

Pell Grant Eligible.

Paying for college is difficult for all students; however, students from low income families face additional barriers to degree completion. For the purpose of the proposed Dakota's Promise Scholarship, the *initial requirement for eligibility for the Dakota's Promise Scholarship is eligibility to receive a federal Pell Grant as that demonstrates significant financial need.*

Academic Criteria.

It is responsible to invest South Dakota dollars where they can make the biggest impact. Therefore, in addition to significant financial need, students also must meet certain academic criteria to be eligible for the Dakota's Promise Scholarship. This criteria includes a minimum ACT score of 18 (or Accuplacer equivalent) AND a minimum high school GPA of 3.0. The data shows that students who meet this academic criteria graduate at a 25% higher rate than those with lower academic credentials.

First Time, Full Time Freshman.

Research shows that time and money are the biggest barriers to graduation. In fact, when students attend college at a full-time status they are 15% more likely to persist to graduation. Given these statistics on student success, students must attend an institution full-time to receive the Dakota's Promise Scholarship. For the purpose of this scholarship, "full-time" will be considered 30 credit hours over the course of a full academic year, including the summer term. Additionally, a student must be a first-time student in order to be eligible for the Dakota's Promise Scholarship.

South Dakota Residents.

In order to be eligible for the Dakota's Promise Scholarship a student must be a resident of South Dakota.

Attending SD Higher Education Institution.

In order to be eligible for the Dakota's Promise Scholarship a student must attend a South Dakota public university, South Dakota not-for-profit private university, or South Dakota tribal college.

Two and Four Year Scholarship.

Students who receive the Dakota's Promise Scholarship will be awarded the scholarship for two and four consecutive years depending on the course of study. If students transfer from one participating institution to another, the scholarship will follow them.

Dakota's Promise

\$1,952,500 base funding

Budget Need

South Dakota resident, Pell-eligible students have an average financial gap of \$6,884.42 per year of school to pay for their South Dakota higher education. A student's financial gap is the difference between the cost of education and what the student can reasonably be expected to pay through work, scholarships, etc.

Average Total Cost to student	\$23,260.42
Pell amount	\$6,095.00
Average Scholarship award	\$4,467.00
Expected Student Contribution	\$5,814.00
	\$6,884.42

The Dakota's Promise Scholarship is designed to help fill the financial gap of eligible students by \$2,500 per student per year. This scholarship will provide students with the means to be successful in South Dakota higher education. Additionally, it makes South Dakota higher education institutions competitive regionally.

To determine the total budget needed to fund the scholarship program, the number of eligible students entering the public universities, private universities, and tribal colleges during Academic Year 2016 were calculated. Because the student population is projected to be flat over the next several years, it is reasonable to believe this number is a valid prediction for the near future.

Recognizing that not all participants will successfully escalate to the next year of their education, an estimated retention rate of 80% per year is projected. Therefore, the dollar amount required to fund the scholarship program for year 1 is higher than the dollar amounts needed in subsequent years. The ongoing eligibility requirements are yet to be determined.

Below is the budget for the scholarship program as proposed.

Funded at \$2,500 per student per academic year				
	BOR	Private	Tribal	
FTFT	526	187	68	\$1,952,500
So	421	150	54	\$1,562,000
JR	337	120	44	\$1,249,600
SR	269	96	35	\$999,680
				\$5,763,780



Dakota's Promise
\$1,952,500 base funding

Success Rates

The current four-year graduation rate at South Dakota public universities is 43% for full time, resident Pell recipients who earned a minimum of an 18 ACT and 3.0 high school GPA. This scholarship is projected to produce a 51% four-year graduation rate for the same population. Any intervention that creates an increase of 12% in graduation rates is considered a major success. This would be life changing for the people who graduate with a university degree. It would be game changing for the South Dakota workforce and economy.



General Fund Maintenance & Repair

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

FY21 Budget Request - \$5,893,054 base funding





General Fund M&R \$5,893,054 base funding

South Dakota's public university system academic facilities are valued at \$1.9B dollars. Since 1997, major investments have been made to replace and upgrade facilities. Grants and private funding investments have totaled \$425M, student tuition and fees have represented \$433M, and State funding has been \$44M. While this represents a significant investment, there remains a backlog of deferred maintenance.

The Board has made the funding for maintenance and repair a priority by increasing its own commitment from HEFF and by establishing an annual maintenance and repair goal equivalent to 2% of the facility replacement values. This goal has driven a number of budget requests asking the state to participate in the maintenance of university facilities. The 2% goal was deemed to be the minimum investment necessary to maintain buildings that we expect to last 50 to 60 years. This is the same goal that the State is attempting to reach for other state owned facilities. There have been a number of studies done that recommend this level of investment, but the most comprehensive and often referenced book titled *Committing to the Cost of Ownership – Maintenance and Repair of Public Buildings*⁽¹⁾ makes it clear that 2% is really the minimum needed to sustain facilities to reach their expected public useful life:

"Underfunding is a widespread and persistent problem that undermines maintenance and repair (M&R) of public buildings. To overcome this problem, M&R budgets should be structured to identify explicitly the expenditures associated with routine M&R requirements and activities to reduce the backlog of deferred deficiencies. An appropriate budget allocation for routine M&R for a substantial inventory of facilities will typically be in the range of 2 to 4 percent of the aggregate current replacement value of those facilities (excluding land and major associated infrastructure). In the absence of specific information upon which to base the M&R budget, this funding level should be used as an absolute minimum value. Where neglect of maintenance has caused a backlog of needed repairs to accumulate, spending must exceed this minimum level until the backlog has been eliminated."

¹ Committee on Advanced Maintenance Concepts for Buildings, Building Research Board, Commission on Engineering and Technical Systems, National Research Council, *Committing to the Cost of Ownership – Maintenance and Repair of Public Buildings*, National Academy Press, Washington, DC, 1990.

General Fund M&R *\$5,893,054 base funding*

Up until FY14, only student tuition and fees were available to support maintenance and repair of the facilities. As of FY13, the Board was investing about \$16M annually, or 1.6% of the replacement values. Since FY14, the State has grown its general fund commitment to support maintenance and repair to \$12.3M annually. This has made a huge impact on the safety, condition, comfort and appearance of our campus facilities; however, the need continues to grow each year and the cost of maintenance continues to climb. The Board received an additional \$3,746,133 of maintenance and repair funding for FY20. This represented about 50% of the total need to get to 2%. With the combination of new buildings and increased replacement values the need for FY21 will be \$5,893,054.

The estimated BOR funding for FY21 M&R is as follows:

Fee / per credit hour	\$2.29
Projected Cr Hrs	565,688
	<u>\$1,295,426</u>
Critical Deferred M&R	\$1.18
Projected Cr Hrs	565,688
	<u>\$667,512</u>
FY20 HEFF M&R	\$15,784,961
Estimated Increase - 2.0%	\$315,699
FY21 HEFF M&R	<u>\$16,100,661</u>

The total amount needed to bring the system to 2% of current replacement values in FY21 is \$5.9M.

<u>FY21 Request</u>	
Replacement Values**	\$1,814,971,102
	2.00%
2% Replacement Value	\$36,299,422
FY21 HEFF M&R - Est.	(\$16,100,661)
M&R Fee & Critical Deferred M&R	(\$1,962,937)
General Fund Base	<u>(\$12,342,769)</u>
State Contribution Needed	\$5,893,054

**Total estimate of academic building replacement values are based on the replacement values used in FY20 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 2%. M&R Fee & Critical Deferred M&R - \$3.47 per credit hour, projected credit hours of 565,688.



South Dakota Opportunity Scholarship

Goal – Ensure the continued success of the South Dakota Opportunity Scholarship

FY21 Budget Request - \$100,000 base funding





South Dakota Opportunity Scholarship *\$100,000 base funding*

The South Dakota Opportunity 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. The 2019 Legislative session saw a change to the eligibility requirements for home schooled students. The change will likely result in more home school students that are eligible for the scholarship. The South Dakota Opportunity Scholarship awards \$1,300 a year for the first three years and \$2,600 in the final year. The total value of the award over 4 years is \$6,500, which is approximately 20% of mandatory tuition and fees.

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 approximately 1,200 new students each year. For Fall 2018, a total of 1,293 new students participated in the program along with an additional 2,794 students who have maintained their eligibility into the second, third and fourth year of enrollment. For FY21 it is expected that a total of 4,144 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 increase 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) as well as a new path for home school students to qualify. 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%.

Current award numbers have not been received from the campuses, this proposal is an estimate and will be adjusted based on the award information finalized in the Fall. The proposed funding would allow the Board of Regents to continue to award scholarships to deserving high school graduates.




Native American Student Success

Goal – Increase total degrees, American Indian degrees, retention rates, graduation rates, and remediation rates of Native American students.

FY21 Budget Request - \$249,872 base funding, 2.8 FTE

Director	\$92,043, 1.0 FTE
Recruiter / Advisor	\$56,950, 1.0 FTE
Peer Mentors	\$28,719, 0.8 FTE
Operating Support	\$72,160






*Black Hills State University
Native American Student Success
\$249,872 base funding*

Over forty years ago, Black Hills State University was one of the first higher education institutions in the United States to recognize American Indian Studies as a unique discipline. Today, BHSU boasts the largest percentage (6.5%) of American Indian students in the South Dakota Board of Regents system. During the fall 2018 term, there were 263 American Indian students enrolled.

BHSU provides a major and a minor in American Indian Studies and houses a legislatively approved Center for American Indian Studies. The Center provides a student friendly foundation for a variety of activities including the Jump Start Program, academic advisement and student programming. BHSU continually strives to strengthen its collaboration and partnership with Tribal higher education programs, Tribal Colleges, the SURF, and schools with high populations of American Indian students. Emerging initiatives include a Masters in American Indian Studies; a Native American recruiter/advisor, and a transitional bridge program.

In 2017, just 10.2% of Native Americans in South Dakota held a bachelor's degree compared to 29.6% of White South Dakotans (U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates). With the largest percentage of Native American Students of any South Dakota Board of Regents Institution, the Center for American Indian Studies persistently strives to increase the recruitment, retention and graduation rates of its Native American students. Additional funding to promote proven retention strategies in the form of summer transition programs, peer mentoring and tutoring as well as the addition of a Native American recruiter will assist the Center in its endeavors.

Many Native American students enrolling in college are first generation students and have little knowledge of college life and financial and academic expectations. Employing a Native American recruiter would both increase the recruitment of Native American students as well as their retention and familiarization with college life. Such a recruiter would be able to travel to the nine tribal communities sharing South Dakota's geography and become a familiar face for high school students. The recruiter would also be tasked with communicating the expectations of college life, both academic and financial. <https://diverseeducation.com/article/120277/>



*Black Hills State University
Native American Student Success
\$249,872 base funding*

Another option for mainstream four-year institutions is to increase outreach out to TCUs. For example, admissions representatives of private colleges and universities in Minnesota have reached out to Fond du Lac Tribal and Community College to talk to Native American students about the transfer process, as well as share available resources (US Federal News Service, 2008). Their resources include information about credit transfer, campus life, faculty, and financial aid (US Federal News Service, 2008). Mainstream four-year institutions can show support for TCU students in a variety of other ways, such as by conducting seminars on the transfer process, increasing staff and faculty diversity training, and creating and supporting Native American student organizations on campus (Cunningham, 2007). They can also increase their outreach at events such as summer camps and annual pow wows (Brown, 2017)

The Native American recruiter will also be instrumental in getting students registered for the Summer Bridge Program that will be held on campus the week before the fall semester starts. Summer bridge programs are increasingly popular in higher education as a strategy for helping students prepare for college. Student who participate will gain preparation for college transition in four areas: academic self-efficacy, sense of belonging, and academic and social skills.

Academic assistance, especially in English and mathematics is also needed to help American Indian students from playing “catch up” academically compared to their non-Native peers (20). Upperclassmen mentors assigned to freshmen and transfer students can guide and advise new students in order to help them adjust to the academic rigor of college-level courses. Incoming students are provided with AI role models, which can have a beneficial impact on academic achievement, with research indicating people learn from others’ habits and behaviors and the resulting consequences, whether they be beneficial or detrimental (20). Peer mentors are assigned to mentees with similar academic majors and provide academic and social assistance, contact their mentees weekly, and provides reports to CAIS staff on a regular basis.

Guillory, Raphael, M. (2009, Winter). American Indian/Alaska Native College Student Retention Strategies. *Journal of Developmental Education*, 33, 2, p. 12.




DAKOTA STATE
UNIVERSITY

*The Cyber Cync Incubator and
Entrepreneurial Center*

*Goal – Create a self-sustaining tech-transfer,
entrepreneurship and business start-up center that
enhances economic development and research
in Cyber.*

FY21 Budget Request - \$396,073 one-time funding

<i>Director</i>	<i>\$349,573 (3-yrs)</i>
<i>Operating Support</i>	<i>\$ 46,500 (3-yrs)</i>



*Dakota State University
Cyber Cync Incubator and
Entrepreneurial Center
\$396,073 one-time funding*

OPPORTUNITY: EXPANDED ENTREPRENEURIAL AND WORKFORCE DEVELOPMENT INITIATIVES


The opening of the MadLabs facility in the Fall of 2019 will launch a new era of research and development for Dakota State University, the region and the state of South Dakota. The operation of R&D clusters in areas of strategic interest, e.g., digital forensics, IOT security, adaptive technologies and several others, open doors to new possibilities for expanded entrepreneurial and workforce development initiatives. Of particular interest are the opportunities for strong support of business start-ups and entrepreneurial activities. This proposal is one such effort.

OPPORTUNITY: NEW PARTNERS

In the course of executing our most recent master academic plan, we have been able to forge good partnerships with companies across the United States in the area of computer and cyber sciences.

One such partnership is with the Northrop Grumman Corporation where through many discussions and meetings we have created the groundwork for a systematic relationship. This proposal seeks to build on our relationship and establish a functional extension of the research, development and entrepreneurial activity inherent in the MadLabs.

We are proposing the development of the DSU Cyber Cync Incubator and Entrepreneurial Center (CCIEC). This organization will be formed in solid partnership with the Northrop Grumman CIMS program and bwtech@UMBC (University of Maryland Baltimore County). Making good use of the Heartland Tech Center, CCIEC will provide a tech-transfer, entrepreneurship and business start-up center. CCIEC will provide dedicated office and co-working facilities, support services, an entrepreneurs-in-residence program, advisory boards, strategy/business development services, product development, training & networking events, access to DSU and MadLabs resources, and industry partner- ships via the Cync program.



*Dakota State University
Cyber Cync Incubator and
Entrepreneurial Center
\$396,073 one-time funding*

OPPORTUNITY: THREE-YEAR PILOT CENTER

We envision a multi-layer partnership with NSIN (National Security Innovation Network), the Northrop Grumman Cync, and state funding to provide operating support for a three-year pilot center. This center will reinforce relationships with SD EPSCOR and SD SBIR, will help us facilitate our CEO student group (business plan competitions, for example), and form a fundamental relationship with the researchers and projects of the MadLabs. The entrepreneurs-in-residence program will model the successful effort at bwtech@UMBC and allow us to use the accumulated experience of DSU alumni, regional and local entrepreneurs, and successful business spin-off leaders in making the incubation experience at CCIEC.

DELIVERABLES: ECONOMIC DEVELOPMENT, VISIBILITY, THOUGHT LEADERSHIP, CYBERSECURITY SOLUTIONS

We envision several specific project-related outcomes and deliverables from this partnership. For example, we anticipate an 18-month incubation term for individuals and organizations who join our partnership. Together, and with the assistance of Northrop Grumman advisors who have been involved with this sort of activity for nearly 10 years in Maryland, partners in the center will receive mentorship, partnership, collaboration opportunities, oversight from experts in business

development, milestone marking and business plan development. We see this proposal as a positive link to the MadLabs operation that will spur economic development, visibility, and thought leadership while promoting innovative cybersecurity ideas and solutions.

This proposal requests funds to leverage an initial commitment from Northrop Grumman (\$140,000 plus in-kind services). It is anticipated that after three years, the Center would generate funds to continue operations indefinitely.

*Dakota State University
Cyber Cync Incubator and
Entrepreneurial Center
\$396,073 one-time funding*

The initial three-year budget is as follows and is the basis for the FY21 budget request of \$396,073. DSU is requesting this amount be a one-time special appropriation with 5 years to spend. This is a similar structure of the special appropriation received by DSU in FY14 to provide seed funding over 5 years to expand IS and Cyber Security Programs.

CyberCync	Yr 1	Yr 2	Yr 3	Total
Salary (Director)	90,000.00	92,700.00	95,481.00	278,181.00
Flex Benefits	12,825.00	13,210.00	13,607.00	39,642.00
Health	10,071.00	10,575.00	11,104.00	31,750.00
Travel	10,500.00	10,500.00	10,500.00	31,500.00
Supplies	-	2,500.00	2,500.00	5,000.00
Contractual Services	-	2,500.00	2,500.00	5,000.00
Capital Assets	5,000.00	-	-	5,000.00
	128,396.00	131,985.00	135,692.00	396,073.00

Funding for the initial three years of Cyber Cync would be supported by the state funding. DSU also has a verbal commitment from a private firm to provide start up funds for this Center. Those dollars would allow the Center to operate beyond the initial three-year period.

Future Sustainability

After the start-up period, the Center would be funded through a variety of revenue sources. The start-up period provides the necessary time for the director to secure these funding streams. Funding sources include, but are not limited to:

- Rental revenues from private companies and business start ups
- University Overhead on grants/contracts
- Direct grants supporting the Center

There are a number of opportunities for direct funding for an entrepreneurship lab such as Cyber Cync, but DSU needs to have the Center started in order to apply for these types of grants. The start-up funds from the state would enable DSU to engage with these granting entities and other supporting partners to provide funding on an ongoing basis.




northern *State* university

American Indian Circle Program Initiative:
Leháŋl Wičhíčhaġapi (The Prospering Ones)

Goal – Increase the number of Native American Students earning college degrees by improving college preparedness with participation in mentorship and academic advising programs throughout a student's high school career.

FY21 Budget Request - \$154,577 base funding, 2.0 FTE

Program Coordinator	\$56,175, 1 FTE
Academic Advisor	\$56,175, 1 FTE
Peer Mentors	\$16,227
Operating Support	\$26,000



*Northern State University
American Indian Circle Program
\$154,577 base funding*

Leháŋl Wičhíčhaġapi (The Prospering Ones)

Northern State University strives to meet the educational needs of Native American students in the state. As part of its


American Indian Circle Program, NSU proposes the Leháŋl Wičhíčhaġapi (The Prospering Ones) initiative, a program that is innovative in the way it works with rural predominantly Native American communities to help their high school students envision and prepare for a successful college career in South Dakota.

The Leháŋl Wičhíčhaġapi initiative is based on research indicating that many barriers hindering Native American students from completing undergraduate degrees can be offset by high school programs that provide support and bridge integration into a 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 experiences. The Leháŋl Wičhíčhaġapi initiative focuses on providing mentorship that, in addition to academic preparedness, strengthens students' cultural appreciation upon moving from home to college; promoting the concept that working towards a college degree while retaining tribal identity and commitments is part of the fundamental "connectedness" among students, families, and communities that is central to their lives.

NSU has identified the following primary areas of need:

BE CONNECTED:

- Strong relationships with Native American schools and communities need to be established through regular and purposeful in-person outreach. This is important for all schools, but especially the most rural schools.
- Help students to envision the process of succeeding in high school and find ways to enhance life skills and emotional well-being, so that they may be better prepared to graduate from high school and prepare for college and/or the workforce.
- Strengthen community understanding related to the true value of a college education and opportunities that are created by earning a college degree.



*Northern State University
American Indian Circle Program
\$154,577 base funding*

MENTORING:

- Develop and initiate a collaborative leadership mentoring program that aims to increase participants' success in high school and strengthen post-secondary preparedness. Additionally, this is a focused retention tool for NSU college students that have committed to acting as peer mentors.
- NSU staff will work with targeted high schools to provide help in those schools through academic, financial, and life skills workshops, test preparation, tutoring, mentoring, and other areas of need identified by the schools. These services will all be delivered at the high schools through partnerships with faculty, staff, students, and families.

ACADEMIC ADVISING:

- On-campus academic advising capacity would increase in order to provide student-centered planning and experiences that help students sustain a strong cultural identity while learning to navigate the transition from high school to college life.
- Planned interaction between the students and NSU faculty and staff would build and foster a sense of community that contributes to the personal growth and academic success of high school students and NSU's Native American students.

As a whole, the Leháŋl Wičhičhağapi (The Prospering Ones) initiative will greatly increase NSU's ability to build connections with Native American communities and their students to enhance college preparedness, streamline processes, provide necessary support, and ultimately increase the number of Native American students earning a college degree. It will also provide NSU with the means to reach out, connect and give back to our Native American schools and communities in South Dakota. The initiative's emphasis on developing trusting relationships through adult and peer mentoring, collaboration and development of successful programming will enhance high school education, improve graduation rates, and open the door to earning a college degree become a reality.




Ascent Innovation Building

Goal – Increase ties to industry and assist our partners in enhancing their competitiveness. Bringing industrial practices to SD Mines, to prepare students for employment and future entrepreneurial ventures.

FY21 Budget Request - \$2,000,000 one-time funding

\$3,500,000 other fund authority





*South Dakota School of Mines & Technology
Ascent Innovation Building
\$2,000,000 one-time funding
\$3,500,000 capital funding*


EXECUTIVE SUMMARY

Over the past 20 years, South Dakota School of Mines & Technology (SD Mines) has focused its research and development on four major strength areas – Energy and Environment, Materials Manufacturing, Underground Science and Engineering, and STEM Education. As a result, SD Mines has become a powerful engine for economic development in South Dakota and its research has been the core nucleating factor for numerous small business startups in Rapid City, SD. The economic impact of research and development conducted at SD Mines continues to grow exceeded \$13M in 2018, 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 provide the infrastructure necessary for additional research. The request for FY21 is capital funding of \$5.5M for the purchase of the 40,000 sq. ft. Ascent Innovation building, located on the SD Mines campus, and the necessary renovations to make the space suitable for research and development.

BACKGROUND

Research success at SD Mines over the past 20 years has been significant. The campus is nationally and internationally recognized for its outstanding education and research in several disciplines critical to national security. Examples of new research efforts are the new NSF-Track 1 research effort in which SD Mines is the lead institution, and a planning grant where SD Mines would establish a new Industry University Collaborative Research Center for development of a new generation of solid-state batteries.

SD Mines has grown its engagement with entrepreneurs through an Entrepreneur-in-Residence program that currently has 26 participants. Several of these entrepreneurs have become CEOs of start-ups involving SD Mines technologies. SD Mines students have won first place in the Governor's Giant Vision Competition for 5 consecutive years.




*South Dakota School of Mines & Technology
Ascent Innovation Building
\$2,000,000 one-time funding
\$3,500,000 capital funding*

South Dakota has over twelve hundred manufacturers and the state is well-positioned 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)
- 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 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
- CalxAqua, LLC
- Nanofiber Separations
- NanoPareil
- New Tech Ceramics, LLC
- Daktronics, Inc.
- RESPEC.




*South Dakota School of Mines & Technology
Ascent Innovation Building
\$2,000,000 one-time funding
\$3,500,000 capital funding*

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

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 purchase and renovation of the Ascent Innovation building would serve as the catalyst and technology enabler for local, state and national 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.

While all of this research and economic activity bodes well, there are significant challenges in the research area at SD Mines. The most significant barrier to continued research growth is lack of space. Mines has accommodated research growth in 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.



*South Dakota School of Mines & Technology
Ascent Innovation Building
\$2,000,000 one-time funding
\$3,500,000 capital funding*

The spaces that have been leased from outside entities cause a number of issues, including:

- Additional financial burden on the university budget;
- Lack of integrity of university spaces; and
- Inconvenient location for students who must commute between the campus and these spaces

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.

SD Mines proposes to purchase the existing Ascent Innovation building, which is currently located on the university campus, to support and expand national caliber research and economic development. Funding for the purchase of the Ascent Incubator Building will come in the form of grants overhead revenue. Estimated annual payments of \$275,000 will be made over the life of the 20-year bonds.

University Start-Ups

CalxAqua, LLC
 C-Lock, Inc.
 Nanofiber Separations
 VRC Metal Systems
 NanoPareil
 Trion Energy Solutions, Inc
 SecureMarking
 New Tech Ceramics, LLC

Faculty Start-Ups

Controlled Systems Technologies, LLC
 Dakota Power, LLC
 EMCC Lab, LLC
 Innovative Materials & Processes, LLC
 Phase Technologies, LLC
 RESPEC
 SD Sports Buzz
 TEPCO and Deep Geo Systems

Student Start-Ups

Dakota Scientific Software, Inc.
 Capella Resources, Inc.
 Endlas, LLC
 Navi Robotics, LLC
 InTouch, LLC
 Life Excel
 Ammonyte
 Grade Gains
 Hutchinson Car Audio
 Tornado Aerodynamic Solutions

Alumni Start-Ups

A2L Technologies, Inc.
 Dakota Legal Software
 Daktronics, Inc.
 Dream Design International, Inc.
 Property Meld



ASCENT BUILDING BUDGET

ATTACHMENT 1



Mines students have taken first place for 5 consecutive years in the Governor’s Giant Vision Awards Business Competition



Christian Widener, Mines Associate Professor - South Dakota Governor’s Office of Economic Development 2018 Entrepreneur of the Year - Chief Technology Officer and co-founder of VRC Metal Systems



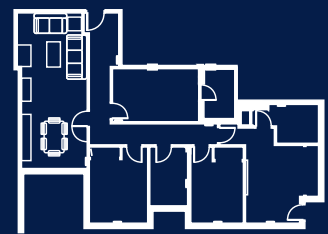
Nanopareil and VRC Metal Systems recognized among the “40 Best University Start-Ups of 2017”



501 East Saint Joseph Street
 Rapid City, SD 57701
 president@sdsmt.edu
 sdsmt.edu

Over the past 20 years, the university's research and development has focused on four major strength areas:

- **Energy and the Environment**
- **Materials Manufacturing**
- **Underground Science and Engineering**
- **STEM Education**



40,000 sq feet



\$5,500,000

Cost will consist of \$3.5M for the purchase of the Ascent building and \$2.0M for renovations*

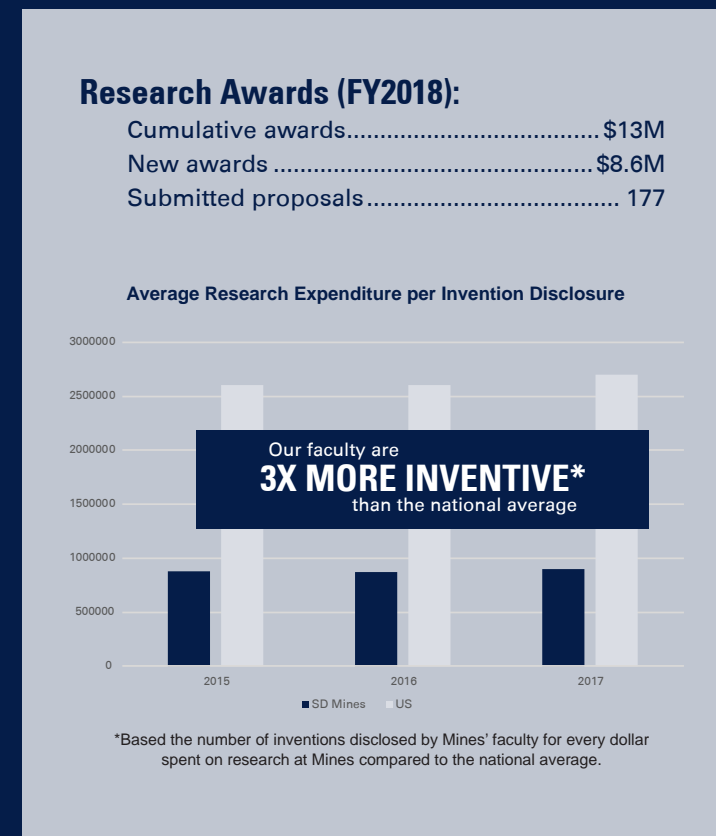
SD Mines is nationally and internationally recognized for its outstanding education and research in several disciplines critical to national security, including:

- | | |
|---|--|
| Composite and Polymer Engineering | Chemical and Bioprocessing Engineering |
| Advanced Materials Processing | Electrical and Computer Engineering |
| Additive Manufacturing | Unmanned Aerial Vehicles |
| Direct Write and Security Printing Technologies | Civil and Environmental Engineering |
| Surface Engineering | Transportation |
| Corrosion Prevention | Water Resources |
| Energetic Materials Manufacturing | Applied Biology and Ecology |
| Robotics and Manufacturing | Biomedical Engineering |
| Organization of Manufacturing Processes | Nanoscience and Nanoengineering |
| Mining Engineering | Advanced Microscopy |
| Geology and Geological Engineering | Novel Energy Storage Technologies |
| Paleontology | Computer Science, including Cyber Security and Virtual Reality |
| Petroleum Engineering | |
| Mineral Industry | |

* includes upgrades to 14,675 sq ft of space for plumbing, HVAC and electrical and the addition of fume hoods to accommodate the type of research that will be done here.

NEW RESEARCH

- SD Mines is the lead institution in a new NSF-Track 1 research effort
- SD Mines is in a planning grant to establish a new Industry University Collaborative Research Center for development of a new generation of solid-state batteries



CHALLENGES

- The addition of new infrastructure and renovation of existing facilities has not followed the significant growth of R&D activities
- The fast growth and development of new advanced technologies for the Department of Defense and industry forced the university to rent additional space from outside entities causing:
 - o additional financial burden on the university budget
 - o lack of integrity of university resources, with some rented space outside the campus
 - o inconvenience for students who must commute between the campus and these locations
- Lack of dedicated space for a student innovation center
- The current space for the Composite and Polymer Processing Laboratory, which house the Governor's Center on Bio-Nanocomposites and Advanced Manufacturing and Direct Write Laboratory, is in poor structural condition and very unsuitable for high-tech operations and expensive equipment.

MORE RESEARCH MEANS MORE GROWTH OPPORTUNITIES

- | | | | |
|--|--|---|--|
| Promotes an innovate and research-driven culture that discovers knowledge and creates wide-ranging partnerships that benefit society through economic growth | Allows pursuit of more research funding in both fundamental and applied research | Enables significant growth in graduate programs which will assist in obtaining a Doctoral Research University Carnegie classification | Provides more undergraduate research opportunities |
|--|--|---|--|



**SOUTH DAKOTA
STATE UNIVERSITY**

Veterinary Medical Program

Goal – Address a shortage of veterinarians and create additional opportunities for South Dakota students to pursue veterinary careers.

FY21 Budget Request - \$275,000 one-time funding

<i>Director</i>	<i>\$143,529</i>
<i>Administrative Support</i>	<i>\$ 84,671</i>
<i>Operating Expenses</i>	<i>\$ 46,800</i>





*South Dakota State University
Rural Veterinary Medical Education
\$275,000 one-time funding*

In December 2018, the SDBOR approved the agreement between SDSU and the University of Minnesota for a collaborative Rural Veterinary Medical Education program. A phased-in redirection of the tax revenues from the sale of animal endoparasiticides and ectoparasiticides was authorized in 2019 through the legislative process (SB43). This satisfied the funding requirement needed to sustain the new rural veterinary medical education program in the long term.

This request is for one-time funding needed in year two of a three-year transition period to bring the program online, after which the program will be fully funded by the redirected tax revenues as well as tuition generation.

This funding request for \$275,000 would be used to cover the salaries and benefits for a full-time director (\$143,529), a full-time administrative support position (\$84,671), and operating expenses (\$46,800) for supplies and other necessary expenditures.

This program will have many positive impacts. It will help address a shortage of veterinarians, will create additional opportunities for South Dakota students to pursue veterinary careers, will support a growing agriculture industry in the region and will address the concern of student debt in veterinary education.

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. Cohorts of 20 students per year are projected.

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 veterinary expertise with a local knowledge base.

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 the University of Minnesota, SDSU will 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.



UNIVERSITY OF
SOUTH DAKOTA

Health Sciences Building

Goal – Growing the healthcare workforce in rural South Dakota is a critical need that can only be accomplished by investing in the state’s only interprofessional School of Health Sciences at the University of South Dakota.

FY21 Budget Request - \$10,000,000 one-time funding

or

\$735,818 annual debt service





*University of South Dakota
Health Sciences Building
\$10,000,000 capital project request*

USD's School of Health Sciences houses 11 of USD's fastest-growing majors. A new, integrated School of Health Sciences facility will educate future healthcare professionals in an interprofessional space and provide hands-on experiences in simulation, classroom and lab spaces that meet accreditation and regulatory standards.

This, in turn, allows many programs to expand the class size to meet the workforce needs of South Dakota.

Meeting South Dakota's Needs

Gov. Kristi Noem has identified investing in rural healthcare as one of her top priorities. As local healthcare providers focus on expanding access through a network of rural clinics and innovative telehealth technologies, South Dakota must focus on preparing qualified healthcare professionals who can take care of the physical and mental health needs of its citizens.

USD is an emerging leader in telehealth initiatives, including:

- Offering a telehealth course for addiction counseling and prevention as well as occupational therapy
- Developing a teledentistry course for dental hygiene
- Spearheading a teleaudiology pilot program in nursing and communication sciences, in collaboration with the Department of Health Early Hearing Detection and Intervention program
- Piloting an Extension of Community Healthcare Outcomes (ECHO) program through grant funding to enhance professional development of the rural workforce using Zoom technology in collaboration with the University of New Mexico

Additionally, Gov. Noem's focus on mental health, particularly for South Dakota's Native American population, strongly aligns with USD's mission of serving the health needs of the public, especially those in rural, medically underserved and health care shortage areas.

USD recognizes that the need for a qualified health and human services workforce in South Dakota is great—particularly in the fields of social work and mental health and in South Dakota's K-12 schools. USD is the only public university in South Dakota that offers bachelor's and master's degrees in social work, producing responsive, multi-talented professionals who can address needs and emerging issues from individual services to policy to community development.



*University of South Dakota
Health Sciences Building
\$10,000,000 capital project request*

A new School of Health Sciences building will also allow for growth in South Dakota's only dental hygiene program. The program is limited by space constraints, which requires each cohort to be limited to 32 students, though typically 65–75 qualified students apply each year. A 2015 report by the U.S. Department of Health and Human Services shows that South Dakota is projected to see a shortage of 43 FTE dental hygienists by 2025. By creating a contemporary space that accommodates more students, USD will be able to double enrollment in dental hygiene classes, thereby meeting the health needs of South Dakotans.

USD is uniquely positioned to expand its ability to supply a highly qualified health and human services workforce for local healthcare employers and services in South Dakota. A new building will support anticipated growth in demand for a health care workforce and provide a contemporary facility that strengthens the interprofessional collaboration focus of the School of Health Sciences.

Contemporary Space for Efficient and Collaborative Practice

The School of Health Sciences is currently housed in five different buildings on USD's campus in Vermillion, and one building at the Health Science Center in Sioux Falls. This fragmentation makes it difficult to create efficiencies or collaborative experiences.

Many of USD's health sciences programs, including nursing, physician assistant, social work, addiction studies and health sciences major, are currently housed in former 1950s dormitory Julian Hall, a relic of a bygone era with cramped facilities that previous consultants have agreed are wholly inadequate to modern educational needs. It would cost approximately \$18.5 million to bring Julian Hall and Julian Addition up to basic standards, including repairs such as roof replacement, asbestos abatement, foundation repairs, new windows, etc. These repairs would not convert the space to the type of space the School of Health Sciences needs to expand its program offerings and adequately meet South Dakota's workforce needs.

Conversely, USD projects it would cost approximately \$22 million to build a contemporary 45,000 square-foot health sciences building capable of recruiting and educating South Dakota's future healthcare professionals. By demolishing the outdated building and constructing a new facility, USD would reduce its footprint by more than 5,000 square feet, improving its overall space utilization and reducing future costs in maintaining a space that supports USD's School of Health Sciences.



*University of South Dakota
Health Sciences Building
\$10,000,000 capital project request*

We Are South Dakota Health

USD is home to exceptionally accomplished, professional faculty who provide a wide range of health and human service programs for undergraduate and graduate students. These students deserve a facility that enables them to learn in an interprofessional and collaborative space and that sets them up for success in South Dakota and beyond.

Maintenance and Repair Plan

The Board requires a funded maintenance and repair plan for all new buildings such that the new building does not negatively impact the current investment in maintenance and repair. The University of South Dakota is planning to eliminate Julian Hall and Julian Hall Addition and build a new Health Sciences Building which will result in a net reduction in square footage of 48,556 square feet of academic space. Other changes to facilities and storage space will result in a further reduction of 9,075 square feet, for a total reduction of 57,631. The plans will eliminate a backlog of deferred maintenance of \$19,065,500 at a cost of \$23,9080,000 for the three proposed buildings (Health Sciences, Grounds Facility, and Facilities Building). Focusing on the space that will be replaced with the new Allied Health Building, the replacement values for the current Julian Hall buildings is \$21,197,041, and the proposal is to replace that with a \$22,000,000 building. The difference is an increase to the replacement values of \$802,959, or a requirement for an additional \$16,059 in annual maintenance funding at 2%. The change in funding is almost a wash. Further, USD continues to invest substantial private dollars into maintenance and repair annually that would far exceed the additional need.

USD BUILDING NEEDS: FIVE-YEAR PLAN



HEALTH SCIENCES BUILDING



FACILITIES BUILDING WITH A PROPER LOADING DOCK FOR SHIPMENTS TO CAMPUS



ADEQUATE GROUNDS FACILITY

VISION:

Replace dated and inefficient facilities while focusing on making the most effective use of resources.

Raze five buildings including Julian Hall, Julian Addition and three storage facilities that have been repeatedly identified as unsafe and unsecure and rated as some of the lowest-quality buildings in the regental system.

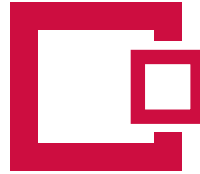


Use recovered square footage to invest in:

- 30,000 square-foot, secure facilities building for campus shipping, receiving and storage of campus supplies and equipment.
- 12,000 square-foot, secure grounds facility to provide storage for lawn care and snow removal equipment.
- 45,000 square-foot contemporary Health Sciences Building.

Total Reduction in Square Footage =

57,631



Avoid spending **\$19,065,500** of M&R for deferred maintenance and eliminate \$180,000 annual lease cost.

RENOVATE

CURRENT BUILDINGS	SQUARE FEET	CRITICAL DEFERRED MAINTENANCE
Julian Hall	50,173	\$10 million*
Julian Hall Addition	43,383	\$8.5 million*
Physical Plant Storage 1	2,139	\$207,000
Physical Plant Storage 3	2,400	\$232,000
Biology Storage	1,536	\$126,500
Leased Storage Facility (\$180,000 per year with utilities)	45,000	-
Total:	144,631	\$19,065,500

REPLACE

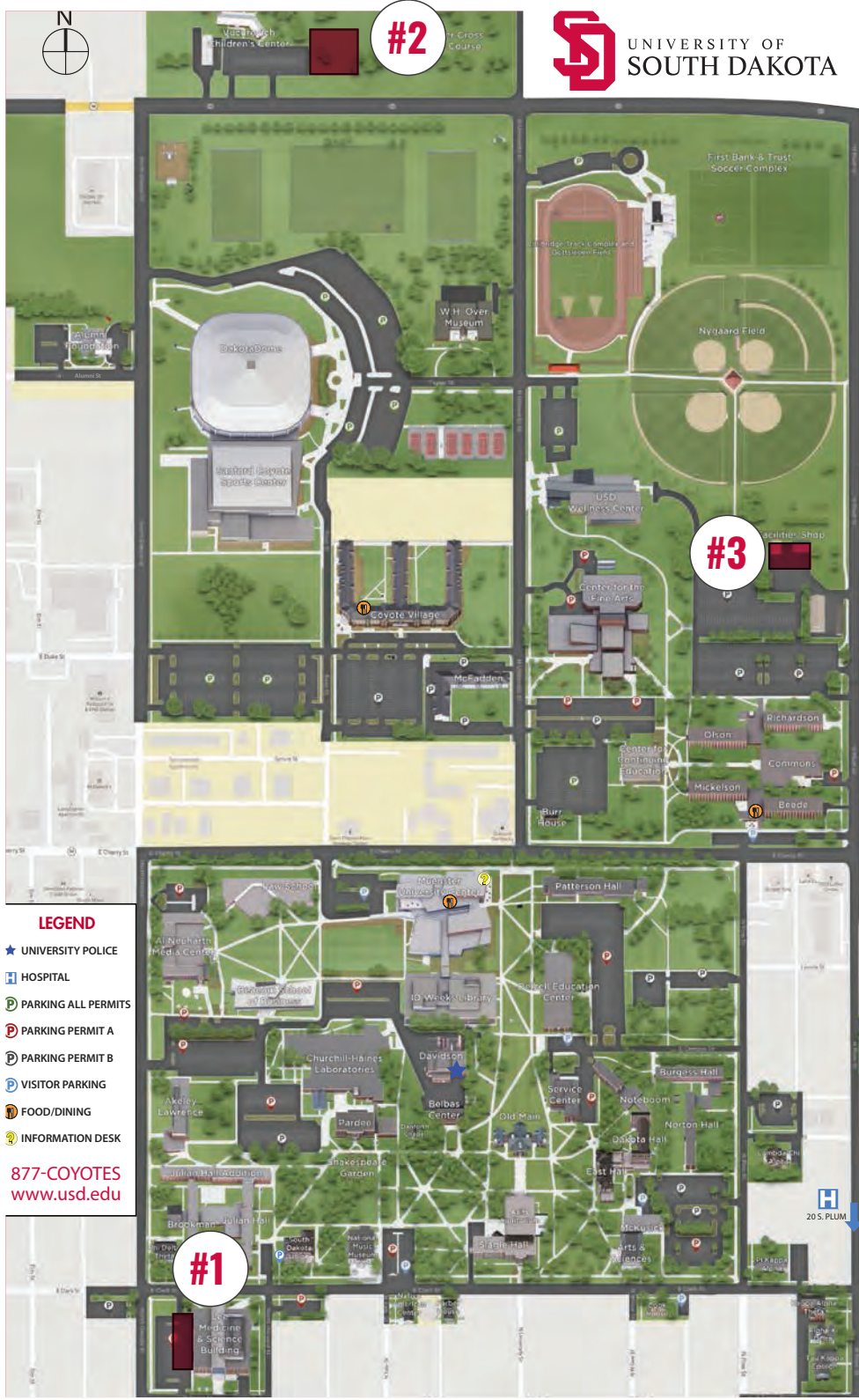
PROPOSED REPLACEMENT FACILITIES	SQUARE FEET	CONSTRUCTION COST
Health Sciences Building	45,000	\$22 million
Grounds Facility	12,000	\$480,000
Facilities Building	30,000	\$1.5 million
Total:	87,000	\$23.98 million

* Only includes the building envelope and mechanical, electrical and plumbing systems; does not include updating a dated residence hall never designed for contemporary classroom or laboratory use.

PROPOSED FUNDING FOR REPLACEMENT BUILDINGS:

	CAPITAL HEFF	LOCAL/PRIVATE	STATE APPROPRIATIONS	TOTAL
Health Sciences Building	\$7.5 million	\$4.5 million	\$10 million	\$22 million
Grounds Building		\$480,000		\$480,000
Campus Storage Facility (with Loading Dock)		\$1.5 million		\$1.5 million

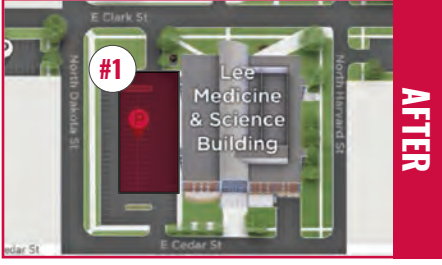
PROPOSED HEALTH SCIENCE BUILDING: 45,000 SF



- LEGEND**
- ★ UNIVERSITY POLICE
 - H HOSPITAL
 - P PARKING ALL PERMITS
 - P PARKING PERMIT A
 - P PARKING PERMIT B
 - P VISITOR PARKING
 - F FOOD/DINING
 - I INFORMATION DESK
- 877-COYOTES
www.usd.edu



BEFORE

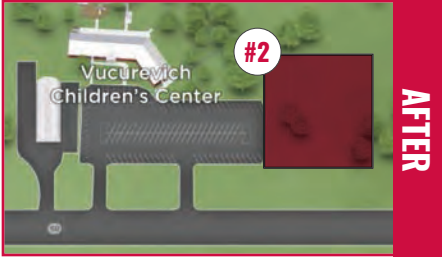


AFTER

CAMPUS STORAGE FACILITY (WITH LOADING DOCK): 30,000 SF



BEFORE



AFTER

PROPOSED GROUNDS BUILDING: 12,000 SF



BEFORE



AFTER

LT. CMDR. JOAN FILLAUS

('93 A.S., dental hygiene, '07 B.S., dental hygiene)

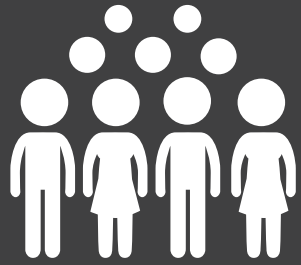


"With my education and clinical experience at a federal facility, I was able to join the United States Public Health Service to further my career. I have been employed at the Wagner Indian Health Service (IHS) facility for 15 years. Prior to that, I was a dental hygienist in private practice in Wagner. The Wagner IHS provides services to more than 6,500 American Indian/Alaskan Natives. I have been supervising USD dental hygiene students during their summer internship course for more than 15 years at our facility. The students are introduced to a diverse, underserved population and learn much about the Native American culture when they spend time with me. This is such a great experience for both the students and myself."

BUILDING SOUTH DAKOTA'S WORKFORCE



IMPACT TO SOUTH DAKOTA'S ECONOMY



More than
42,000

South Dakota workers are employed in health-related occupations

Average annual earnings of
\$71,380

Health care occupations are projected to make up

14%

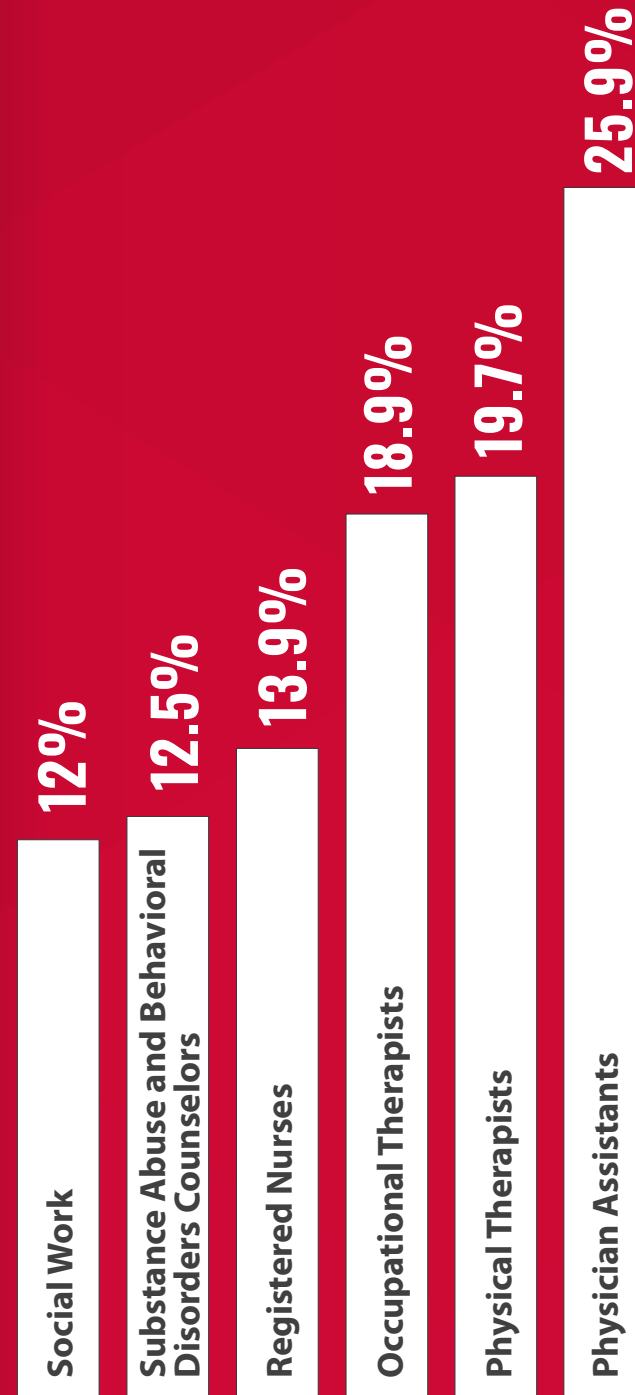
of the state's projected workforce by 2024



In 2017, the Real Gross Domestic Product (GDP) of South Dakota's health care and social assistance industry was

\$4,076,000

SOUTH DAKOTA'S PROJECTED EMPLOYMENT GROWTH (2016-2026)



HEALTH CARE AT USD



45,000
SQUARE-FOOT

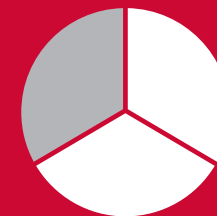
HEALTH SCIENCES BUILDING

USD'S SCHOOL OF HEALTH SCIENCES HOUSES

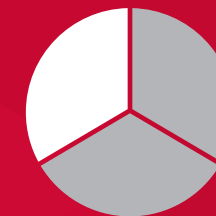


2,500+ STUDENTS

ARE ENROLLED IN USD HEALTH SCIENCES COURSES



NEARLY 1/3 OF ALL USD GRADUATES HAVE GRADUATED FROM HEALTH-RELATED FIELDS



NEARLY 2/3 OF ALL GRADUATES FROM HEALTH-RELATED DISCIPLINES AT USD HAVE BEEN PLACED IN SOUTH DAKOTA ONE YEAR AFTER GRADUATION

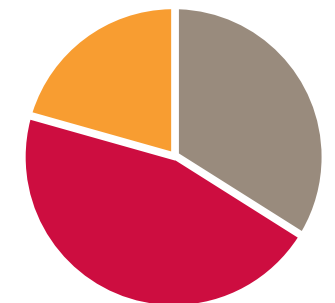
A CONTEMPORARY NEW FACILITY WILL:

- Provide hands-on experiences in simulation, classroom and lab spaces
- Allow programs to expand class size to meet the workforce needs of South Dakota
- Allow the dental hygiene program at USD to significantly expand its capacity, thus meeting the projected shortage of dental hygienists in South Dakota
- Reduce the facility's footprint by more than 5,000 square feet, improving its overall space utilization and reducing future maintenance costs

PROPOSED FUNDING PLAN:

Estimated Cost: \$22 million

- \$7.5 million - Capital HEFF Bond
- \$10 million - One-Time State Appropriation
- \$4.5 million - Private & Local Funds





Appendix I

Summary of All Budget Proposals

FY21 Institution Budget Priorities

Base Funding

	<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
SYSTEM	Dakota's Promise				\$1,952,500			\$1,952,500	0.0
SYSTEM	General Fund M&R				\$5,892,054			\$5,892,054	0.0
SYSTEM	South Dakota Opportunity Scholarship				\$100,000			\$100,000	0.0
BHSU	Native American Student Success	\$137,513	\$40,199	\$34,160	\$23,000	\$25,000	\$0	\$259,872	5.0
BHSU	Rural K-12 Improvement	\$275,000	\$162,102	\$40,000	\$25,000	\$9,500	\$10,000	\$521,602	5.0
BHSU	Center for Sustainability	\$355,200	\$95,571	\$25,000	\$20,000	\$14,500	\$10,000	\$520,271	5.0
NSU	American Indian Circle Program	\$96,200	\$32,377	\$10,000	\$1,600	\$10,400	\$4,000	\$154,577	2.0
SDSBVI	Assistive Technology						\$20,000	\$20,000	0.0
SDSU	Teaching and Learning Stem Innovation Lab	\$203,629	\$45,629	\$4,424	\$0	\$1,000	\$0	\$254,682	2.5
SDSU - AES	Bioprocessing: the 'Next Big Thing'	\$1,600,000	\$400,000	\$35,000	\$165,000	\$100,000	\$100,000	\$2,400,000	15.0
SDSU - EXT	Rural Technology Field Specialist	\$65,000	\$19,173	\$3,500	\$10,000	\$0	\$2,500	\$100,173	1.0
Total Base Funding Request		\$2,732,542	\$795,051	\$152,084	\$8,189,154	\$160,400	\$146,500	\$12,175,731	35.5

One-Time Funding

	<u>Description</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	<u>Contractual Services</u>	<u>Supplies</u>	<u>Capital Assets</u>	<u>Total</u>	<u>FTE</u>
DSU	Cyber Cync Incubator and Entrepreneurial C	\$278,181	\$71,392	\$31,500	\$5,000	\$5,000	\$5,000	\$396,073	1.0
DSU	Student Success at DSU	\$432,726	\$156,912	\$30,000	\$7,500	\$7,500	\$0	\$634,638	3.0
SDSM&T	Ascent Incubator Building						\$2,000,000	\$2,000,000	0.0
SDSU	Rural Veterinary Medical Education	\$187,933	\$40,267	\$10,000	\$10,000	\$5,000	\$21,800	\$275,000	0.0
Total One-Time Funding Request		\$898,840	\$268,571	\$71,500	\$22,500	\$17,500	\$2,026,800	\$3,305,711	4.0

Capital Project Requests

Funding sources

	<u>Description</u>	<u>General</u>	<u>Federal</u>	<u>Private</u>	<u>Other (provide detail)</u>	<u>Total</u>
SDSM&T	Mineral Industries Building	\$40,130,786		\$6,000,000	\$3,750,000 (1)	\$49,880,786
SDSM&T	Ascent Incubator Building				\$3,500,000 (2)	\$3,500,000
USD	Health Science Building	\$10,000,000				\$10,000,000
SDSU	Teaching and Learning Stem Innovation Lab	\$500,000				\$500,000
SDSU - AES	Bioprocessing: the "Next Big Thing"	\$20,000,000				\$20,000,000
Total Capital Project Funding Request		\$70,630,786	\$0	\$6,000,000	\$7,250,000	\$83,880,786

SDSSMT(1) Funding for the MI building is being requested in the form of annual bond payments of \$1,605,231 from the Precious Metals and Energy Mineral Tax. \$150,000 of SD Mines M&R funding will also be used for the life of the 25-year bonds. Total project cost of \$49,880,786 offset by \$6M in private donations.

SDSMT(2) Funding for the purchase of the Ascent Incubator Building will come in the form of grants overhead revenue. Estimated annual payments of \$275,000 will be made over the life of the 20-year bonds.

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – F
DATE: August 7-8, 2019

SUBJECT

Lean Process and System Efficiencies

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

On May 22, 2019, the Joint Committee on Appropriations approved policy guidance directing funding to a Legislative Priority Pilot Program Contingency Fund for the purpose of conducting a Lean audit of the Board of Regents Central Office. The objective of this audit is to create efficiencies between the universities and the central office by focusing on the key elements of purpose, people, and processes.

In preparation for the upcoming Lean review, the Board’s central office with the facilitation of Becky Degen, SDSU’s Director of Continuous Improvement, participated in a Kaizen Event on July 15 in Pierre. This process allowed central office stakeholders the opportunity to document the current makeup and functions of the Board office. It also created a common platform for stakeholders as the next steps in the process unfold.

IMPACT AND RECOMMENDATIONS

Executive Director Beran is working with the Legislative Research Council to craft the RFP that will lead to hiring the Lean consultants who will assist with the review.

At the August Board retreat, Becky Degen will conduct a 45-minute Lean 101 training session for the Board, Council of Presidents and Superintendents, and Board office staff.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 2 – G
DATE: August 7-8, 2019

SUBJECT

South Dakota’s Dual Credit Program: A Review of Data

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 13-28-37.1](#)

[SDCL 13-28-37](#)

[AAC Guideline 7.1](#) – Dual / Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION

The High School Dual Credit (HSDC) Program began in FY2015 as an initiative of Governor Daugaard. In 2018, the legislature formally established the program in state law as SDCL 13-28-37.1. The intent of the program is to provide academically qualified students an opportunity to take courses that count simultaneously as high school and college credits at a reduced cost. The end goals include providing high schools with greater flexibility in course offerings, making postsecondary degrees more affordable, and decreasing the time to a degree for postsecondary students. Under the Board’s policies for the HSDC programs, participants are limited to juniors and seniors meeting specific admission criteria. Available coursework is limited to general education courses unless the Board has granted a specific exception, thereby ensuring that credits earned apply to graduation requirements at all six public universities. To participate, academically qualified high school students pay a reduced rate for HSDC courses of \$48.33 per credit hour and the state pays institutions \$96.67 per credit hour from state general funds (the institutions receive a total of \$145 per credit hour).

The Board has received several reports since the inception of the HSDC program analyzing student outcomes and financial implications. Those reports include:

- [October 2016](#): Dual Credit – Reduced Tuition Program – Summer 2016 Grade Report & Fall 2016 Enrollment Report
- [October 2016](#): Dual Credit Outcomes & Cost Analysis
- [October 2017](#): High School Dual Credit Enrollment and Grade Report
- [December 2017](#): High School Dual Credit (HSDC) Fiscal Analysis
- [December 2017](#): High School Dual Credit (HSDC) Matriculation Report

(Continued)

INFORMATIONAL ITEM

The following report builds on these earlier analyses and combines academic outcomes, matriculation, retention, and the financial impact on public universities into one comprehensive report. Key elements of the following report include:

Key Financial Findings

- For students, the tuition rate for HSDC students is equivalent to an 83% and 86% discount depending on the delivery mode of the course (i.e., on-campus, online).
- For public universities, tuition receipts from HSDC courses are significantly lower than those received from regular college students. For example, a traditional student at public university taking an online course results \$351.25 per credit hour in tuition for a university, while a HSDC student taking the same course results in \$145.00 per credit hour in tuition (a difference of \$206.25 per credit hour in tuition to the university).
- Calculating HSDC's direct financial impact on the public university system requires knowing how many HSDC credits each university delivered and an estimate of credits each university hypothetically would have delivered to the same students if HSDC did not exist. Using this methodology, the HSDC program has resulted in a net revenue loss of approximately \$1.25 million to the public universities.
- The financial impact of the HSDC credit program varies greatly by institution. For example, BHSU and NSU have both benefitted by over \$500,000 since FY2015. In contrast, SDSU has lost nearly \$2 million in revenue.

Key Academic Findings

- Between FY2015 and FY2019, HSDC headcount enrollment at public universities has grown from 1,588 to 4,086. The total number of HSDC credits delivered has increased from 8,059 to 23,316.
- HSDC students have tended to achieve higher success rates than have college-level students enrolling in the same course sections (92.1% of high school students enrolling in HSDC sections earned a C or higher, compared to only 76.2% of traditional college students).
- Over 90% of students who have taken HSDC courses have enrolled in at least one US postsecondary institution during the first fall term after high school. Of those, 55% matriculated to a South Dakota public university, 15% enrolled at an in-state institution other than a public university, and just over 20% enrolled at an institution outside South Dakota.
- Students who took at least one HSDC course attempt 1.2 more credits in their first year of college and complete 3.7 more credits in their first year as compared to those that did not take HSDC courses.

- Students who took at least one HSDC course have a higher grade point average in their first year of college as compared to those that did not take HSDC courses (3.23 compared to 2.76).

IMPACT AND RECOMMENDATION

HSDC program participants appear more likely than the general high school graduate population to matriculate to postsecondary institutions and to succeed in college-level coursework. However, this is in part due to the high level of academic aptitude required of students aspiring to enter the program.

The drastic disparity in the tuition revenue and losses among public universities (and overall losses to the university system) requires further examination of the current HSDC program model. Additional questions for the Board's consideration include:

- What changes, if any, will make the program more financially sustainable?
- How might the university system accomplish greater fairness in revenue distribution?
- How might the HSDC program provide equitable access to low income families?

ATTACHMENTS

Attachment I – Special Data Analysis: South Dakota's Dual Credit Program – A Review of Data

*** Special Data Analysis ***



South Dakota's Dual Credit Program: A Review of Data

South Dakota's high school dual credit (HSDC) program was established in 2014 both to foster improved academic opportunities for the state's high school students and to advance "a more efficient use of state resources."¹ By providing qualified students with the option to earn college credit early – and at a greatly discounted price – the program aimed to help students lay the groundwork for successful postsecondary study, while at the same time improving the linkages between the state's K12 and postsecondary institutions. Accordingly, this program was expected to deliver valuable benefits to South Dakota students, families, and taxpayers alike. Responding to renewed interest in the impacts of the dual credit program, the following report attempts to synthesize data on a variety of measurable program outcomes, including enrollment trends, course success, matriculation patterns, postsecondary progression, and fiscal impact.

Program in Brief

The South Dakota high school dual credit (HSDC) program allows eligible high school students in South Dakota to complete college-level courses while still in high school. As its name implies, students successfully completing such coursework are granted official, transcribed credit both at the high school level and at the college level. Coursework taken under the HSDC program is distinct from other "dual enrollment" programs in that dual credit coursework is led by a college-level faculty member rather than a high school instructor (in contrast to concurrent credit courses, Advanced Placement courses, and the like).

South Dakota's HSDC program emerged in its current form following the passage of enabling legislation and a commitment of legislative base appropriations beginning in 2014.² Introduced by Governor Dennis Daugaard in his 2014 State of the State Address, the state's dual credit program was meant to deliver a multitude of benefits:

"Dual credit opportunities are a win-win-win-win. Students who start college or tech schools with some credits already earned are more likely to complete on time and at less cost. Universities and technical institutes get the opportunity to make themselves known to prospective students and to help prepare them for success when they graduate. High schools gain flexibility to offer more opportunities to students at no cost to the district, and the state gets more young people who are ready to succeed, live, and work here in South Dakota."

HSDC coursework currently is offered by all public universities and technical institutes in South Dakota, primarily through internet-based delivery. In the regental system, all courses offered under the HSDC program are approved by the board and must fulfill at least one system graduation requirement.³ Student eligibility rules are established by the board on the basis of academic qualifications, including ACT scores, student GPA, and class rank. Students enrolling in HSDC coursework pay a reduced tuition charge of \$48.33 per credit hour. This amount is paired with a subsidy of \$96.67 per credit hour from state general funds. Altogether, a combined total of \$145.00 in gross revenue per credit hour is received by the offering institution.⁴

¹ [Joint powers agreement](#) between the South Dakota Department of Education and the South Dakota Board of Regents (2014), p.1.

² The HSDC program was formally enacted through [SB 182](#) – a governor-sponsored bill – during the 2014 legislative session, and subsequently was codified in [SDCL 13-28-37](#).

³ In the regental system, the HSDC program is coordinated by the system Vice President for Academic Affairs as directed under [Academic Affairs Guidelines](#).

⁴ South Dakota's dual credit pricing structure exists within a diverse array of approaches used in neighboring states. In North Dakota, students and their families are responsible for the full cost of college credits taken under the state's dual credit program. In other

Student cost figures and institutional revenue figures (which are not the same due to the influence of the state subsidy) are summarized in Table 1a and Table 1b below.⁵ As shown in Table 1a, students enrolling in HSDC courses receive a discount of approximately 84 percent per credit hour compared with the regular charges assessed for standard *on-campus* courses. Students similarly receive a discount of approximately 86 percent per credit hour compared with the regular charges assessed for standard *off-campus* courses.

Table 1a
Student Perspective: Tuition and Fee Costs per Credit Hour

	BHSU Total Cost	DSU Total Cost	NSU Total Cost	SDSMT Total Cost	SDSU Total Cost	USD Total Cost
Standard <i>On-Campus</i> Course	\$300.30	\$291.40	\$291.70	\$306.80	\$303.80	\$311.05
HSDC Course	\$ 48.33	\$ 48.33	\$ 48.33	\$ 48.33	\$ 48.33	\$ 48.33
HSDC Discount	-83.9%	-83.4%	-83.4%	-84.2%	-84.1%	-84.5%
Standard <i>Off-Campus</i> Course	\$351.25	\$351.25	\$351.25	\$351.25	\$351.25	\$351.25
HSDC Course	\$ 48.33	\$ 48.33	\$ 48.33	\$ 48.33	\$ 48.33	\$ 48.33
HSDC Discount	-86.2%	-86.2%	-86.2%	-86.2%	-86.2%	-86.2%

Table 1b shows that regental universities receive roughly 52 percent less revenue per credit hour for courses delivered through the HSDC program than for standard *on-campus* courses. An even greater loss in revenue per credit hour – around 59 percent – is realized when the comparison is made against standard *off-campus* courses. These figures illustrate that, in effect, participating institutions heavily subsidize the credits taken by HSDC students.

Table 1b
Institutional Perspective: Tuition and Fee Revenues per Credit Hour

	BHSU Total Revenue	DSU Total Revenue	NSU Total Revenue	SDSMT Total Revenue	SDSU Total Revenue	USD Total Revenue
Standard <i>On-Campus</i> Course	\$300.30	\$291.40	\$291.70	\$306.80	\$303.80	\$311.05
HSDC Course	\$145.00	\$145.00	\$145.00	\$145.00	\$145.00	\$145.00
HSDC Discount	-51.7%	-50.2%	-50.3%	-52.7%	-52.3%	-53.4%
Standard <i>Off-Campus</i> Course	\$351.25	\$351.25	\$351.25	\$351.25	\$351.25	\$351.25
HSDC Course	\$145.00	\$145.00	\$145.00	\$145.00	\$145.00	\$145.00
HSDC Discount	-58.7%	-58.7%	-58.7%	-58.7%	-58.7%	-58.7%

The HSDC program holds considerable promise as a means not only to improve college affordability, but also to facilitate student success. A student who completes 15 credit hours of coursework through the HSDC program not only will save almost \$4,000 in future tuition and fee charges, but also will leap forward on the path to degree completion by finishing an entire semester's worth of credits before even finishing high school.

And yet while the HSDC program's many promising aspects are widely known, its actual consequences are somewhat less well understood. The reasons for this, by and large, flow from the complexity of the subject matter. The HSDC program does not exist in a vacuum, but rather operates within the context of a complex and increasingly non-linear higher education marketplace. This context alone makes the simple "effects" of the program somewhat difficult to ascertain. Though objective data are readily available in some areas (e.g., student enrollments), other areas (e.g., fiscal impact) require a number of assumptions that are sure to oversimplify the issues at play.

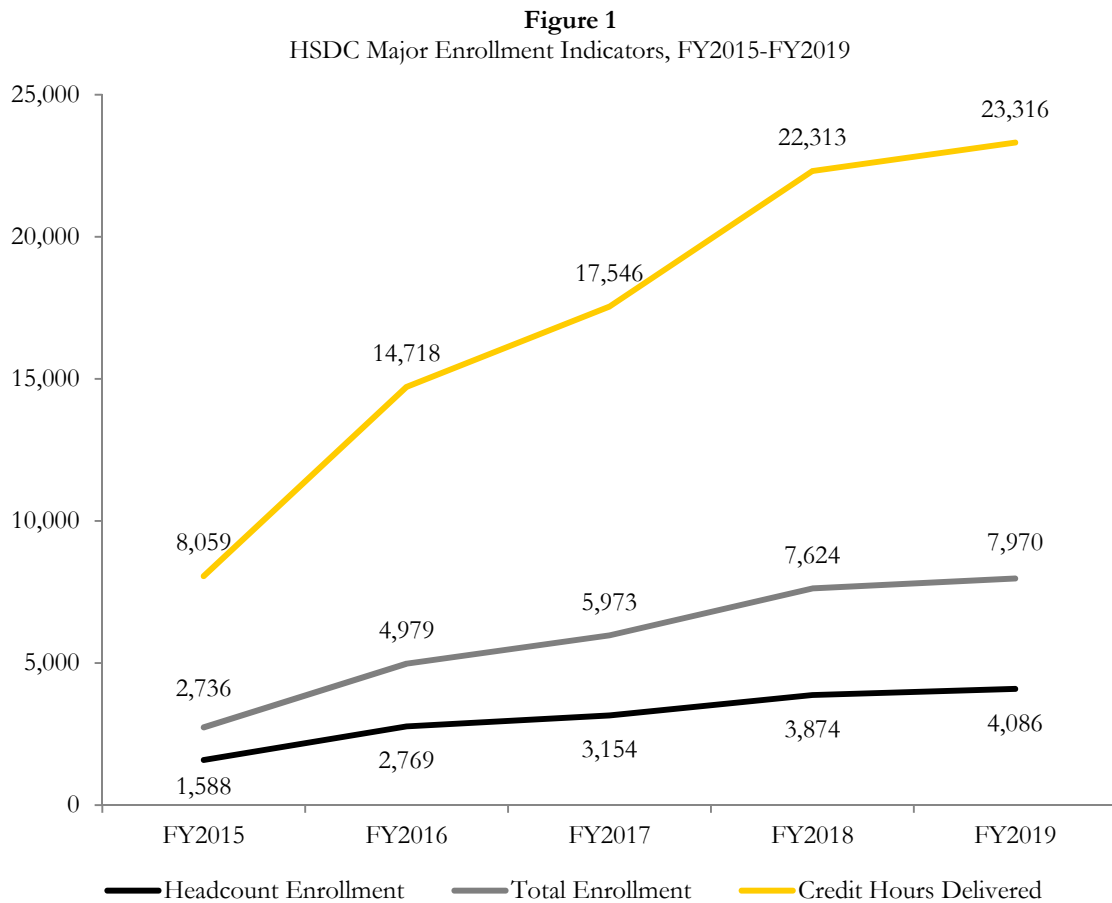
The goal of this analysis is to – the above challenges notwithstanding – review an array of available data in order to report broadly on "what we know" about the academic and operational impacts of the HSDC program. This work represents a compilation of both old and new reporting on this topic that, it is hoped, will help to inform future decision making related to the implementation of this initiative.

states (e.g., Wyoming, Iowa), school districts subsidize all or part of students' dual credit costs. Montana allows high school students to take up to two dual credit courses free of charge. Minnesota's model is perhaps the closest to South Dakota's in that the state reimburses postsecondary institutions at a flat, reduced rate for dual credit courses taken by high school students.

⁵ Tables 1a and 1b are based on tuition and fee charges as set in the [FY2020 SDBOR Tuition and Fee Schedule](#). Cost estimates and revenue estimates shown here include resident undergraduate tuition and general activity fees only, as applicable.

Enrollment Trends

If measured on the basis of popularity alone, the HSDC program would be considered a runaway success. After almost five years in existence, participation in regental HSDC course sections has increased substantially across all major enrollment indicators.⁶ Figure 1, which displays year-by-year regental enrollment data for the HSDC program, indicates that headcount enrollment in the HSDC program rose by a staggering 157.3 percent from FY2015 to FY2019. Over the same period, total enrollment in the program rose by 191.3 percent, while credit hour delivery through the program rose by 189.3 percent.⁷



The general direction of these trends comes in sharp contrast to wider enrollment patterns in the university system. Data from the SDBOR Fall Enrollment Dashboard shows that, with high school students excluded, system headcount enrollment has fallen by 6.8 percent over the last five fall terms.⁸ Headcount enrollment by all high school students (constituted mainly by HSDC participants) has risen by 94.9 percent over the same period, and now represents 9.0 percent of all headcount records depicted in official SDBOR fall enrollment reporting. As by far the largest dual enrollment program currently available through state institutions, the HSDC program has become an increasingly important source of students for the university system.

⁶ Enrollment data presented in this section are sourced from university census data extracts. For purposes of this section, the “headcount enrollment” indicator includes each student once per year per institution, while the “total enrollment” indicator includes each student once per year per institution per section enrolled. It is important to note that the dual credit program was not instituted until Fall 2014, so FY2015 should be considered a partial year of implementation.

⁷ The vast majority of regental HSDC credit hours are delivered via internet delivery. Regental section location data indicate that, in FY2019, 88.1 percent of HSDC credits were delivered online, 3.6 percent were delivered at university main campuses, 3.5 percent were delivered at university center locations, 3.0 percent were delivered at high schools, and 1.8 percent were delivered at miscellaneous other locations.

⁸ The SDBOR Fall Enrollment Dashboard is available at <https://www.sdbor.edu/dashboards>.

Table 2a (headcount enrollment), Table 2b (total enrollment), and Table 2c (credit hours delivered) provide institutional detail for the overall measures shown above. Since the program's inception, USD consistently has been the university system's single largest institutional participant in the HSDC program. In FY2019 specifically, USD delivered 28.4 percent of all HSDC credit hours in the university system, followed closely by SDSU (22.5 percent), BHSU (20.9 percent), and NSU (19.9 percent). DSU (6.8 percent) and SDSMT (1.5 percent) have engaged with the program with somewhat less intensity. All institutions, however, have experienced immense growth in HSDC program activity over the last five years.

As discussed above with reference to system-level figures, institutional gains in high school enrollment (chiefly as a function of the HSDC program) have produced a new climate in which a sizable proportion of most institutions' student bodies are now high school students. For instance, the data below indicate that NSU has led all other institutions in five-year HSDC enrollment growth, regardless of which metric is used. Data from the SDBOR Fall Enrollment Dashboard, consequently, show that high school enrollments at NSU have risen to the point that they now account for 27.0 percent of NSU's total fall headcount enrollment. This trend is neither good nor bad on its face, but does reflect a fundamental shift in the overall student population served by the public universities. And while this shift no doubt was underway even before the HSDC program took root, the program's implementation has significantly accelerated the speed of change.

Table 2a
Headcount Enrollment by University, FY2015-FY2019

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
FY2015	296	140	187	34	349	582	1,588
FY2016	443	255	480	55	702	834	2,769
FY2017	500	221	613	76	746	998	3,154
FY2018	657	331	717	44	878	1,247	3,874
FY2019	725	390	755	57	982	1,177	4,086
Change	144.9%	178.6%	303.7%	67.6%	181.4%	102.2%	157.3%

Table 2b
Total Enrollment by University, FY2015-FY2019

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
FY2015	577	184	350	79	564	982	2,736
FY2016	855	375	881	132	1,188	1,548	4,979
FY2017	1,031	360	1,066	183	1,394	1,939	5,973
FY2018	1,511	476	1,353	121	1,713	2,450	7,624
FY2019	1,685	548	1,576	125	1,777	2,259	7,970
Change	192.0%	197.8%	350.3%	58.2%	215.1%	130.0%	191.3%

Table 2c
Credits Hours Delivered by University, FY2015-FY2019

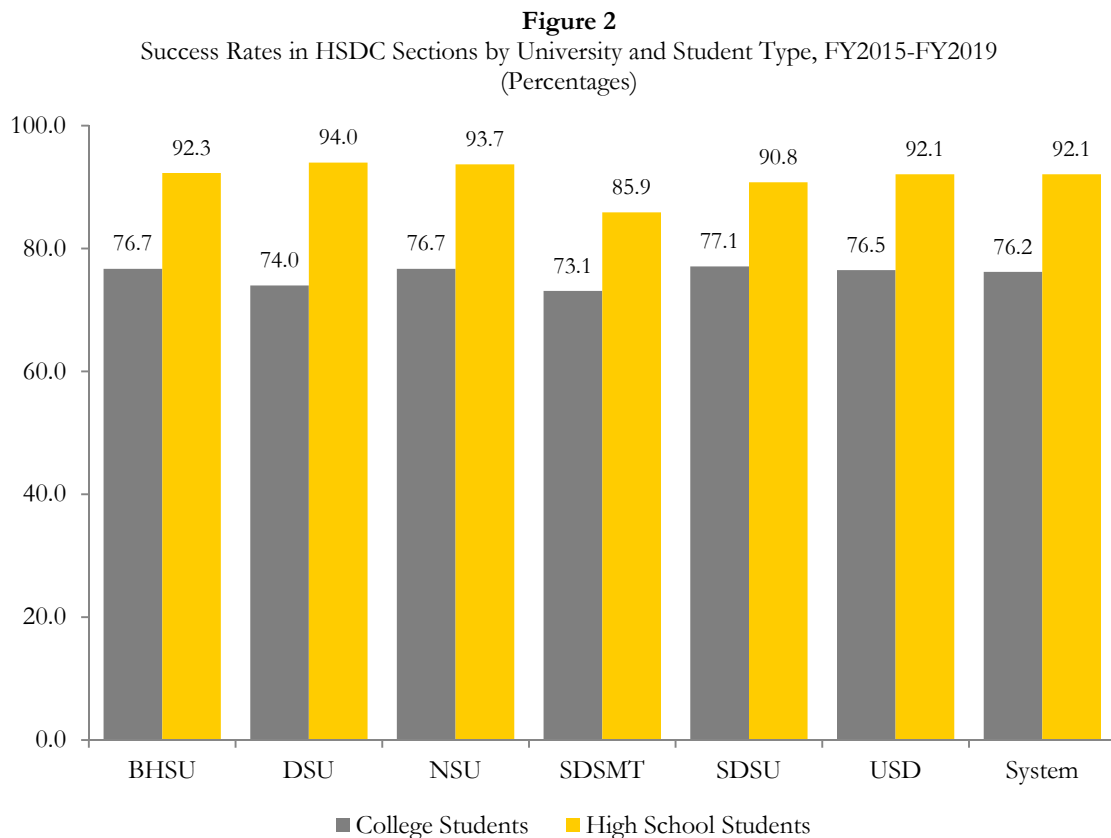
	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
FY2015	1,707	564	979	228	1,641	2,940	8,059
FY2016	2,548	1,120	2,598	388	3,460	4,604	14,718
FY2017	3,014	1,013	3,215	482	4,065	5,757	17,546
FY2018	4,421	1,357	4,025	332	5,020	7,158	22,313
FY2019	4,882	1,578	4,646	347	5,249	6,614	23,316
Change	186.0%	179.8%	374.6%	52.2%	219.9%	125.0%	189.3%

Course Success

The HSDC program is premised on the expectation that course sections offered under the program will apply the same academic standards observed in regular course sections. In fact, the distinction between “dual credit” course sections and “regular” course sections is somewhat imprecise, since all course sections enrolling HSDC students are expected to enroll traditional college students simultaneously. In other words, no course sections (with limited approved exceptions) should be offered that enroll HSDC students exclusively.⁹

This section presents data on course success outcomes (i.e., student grades) for the HSDC program. For simplicity, attention is focused on a single indicator of success: the percentage of students earning a C or higher in a given course section. *For purposes of this discussion, the term “HSDC section” will be used to describe any course section that is set up to allow enrollment by high school dual credit participants (AND) actually enrolls at least one such student.*

Figure 2 indicates that – among HSDC sections offered over the last five years – high school students have tended to achieve higher success rates than have college-level students enrolling in the same course sections. Across the university system, 92.1 percent of high school students enrolling in HSDC sections earned a C or higher, compared to only 76.2 percent of traditional college students. Though not shown in this chart, these rates have remained stable over time, neither rising nor falling meaningfully over the duration of the program.¹⁰ Success rates also tend to be similar across delivery methods.¹¹



⁹ It may be worthwhile to note that only about 20 percent of all students enrolled in HSDC sections over the last five years have been actual high school students, with the remaining balance being made up of traditional college students. While high school students’ share of total enrollment in these sections has increased somewhat over the last five years, they still account for only about a quarter of all enrollments in HSDC sections.

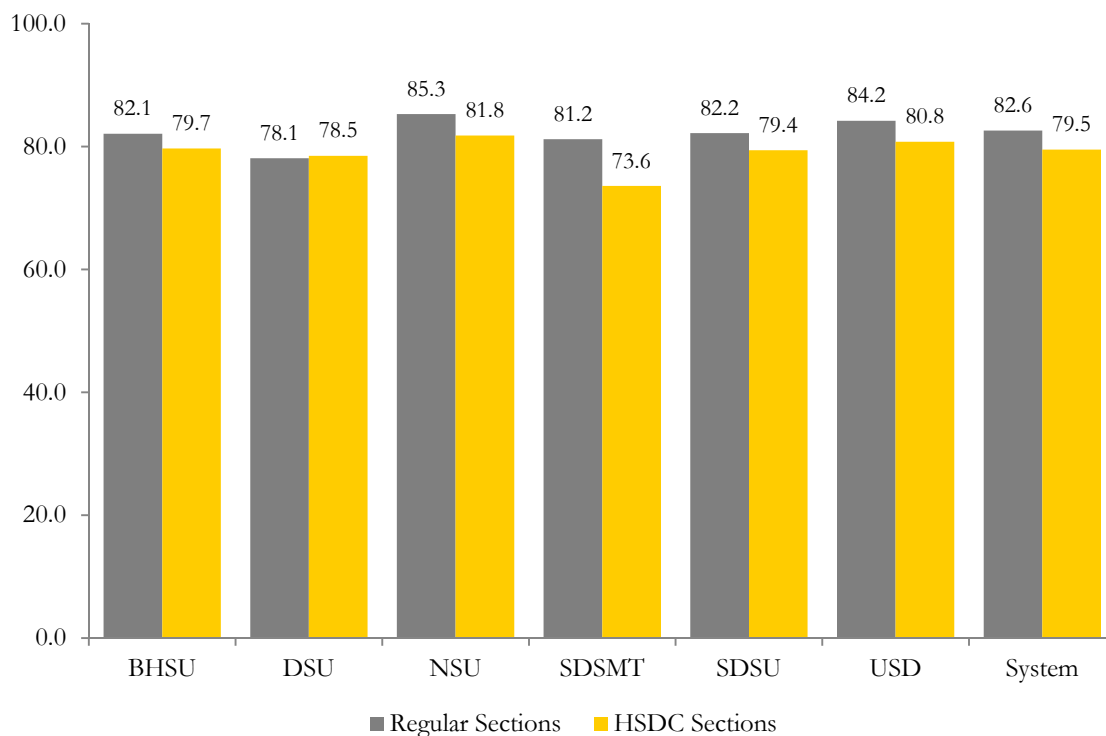
¹⁰ Success rates of high school students in HSDC sections were highest in FY2017 (93.1 percent) and lowest in FY2016 (91.6) percent.

¹¹ From FY2015-FY2019, high school students enrolling in HSDC course sections offered via face-to-face delivery recorded a combined success rate of 92.9 percent. The analogous success rate for internet-delivered sections was 91.9 percent.

In hindsight, these results should come as no surprise. The HSDC program is designed to allow enrollment by only those high school students in the upper echelon of academic ability. In fact, high school students seeking to enroll in HSDC coursework are subject to higher academic requirements than are students seeking regular admission to the university system. Consequently, HSDC students tend to demonstrate higher academic qualifications than the general college population, particularly in the context of the general education coursework offered under the dual credit program.¹²

The above discussion suggests that, while high school students tend to outperform traditional college students in HSDC course sections, this performance advantage may owe at least in part to differences in academic ability. But another data point in this area also is worth considering. Figure 3 shows success rates in all *courses* (as opposed to *sections*) that ever have been offered by the university system under the HSDC program. All sections of such courses are subdivided into two groups: “HSDC sections” (those individual sections actually offered via the HSDC program), and “regular sections” (those individual sections not offered through the HSDC program).¹³ This approach offers an accountability check on grading practices used in HSDC sections, insofar as it provides a means to compare the grading equivalency of HSDC and non-HSDC sections of the same courses. As shown below, data indicate that success rates are roughly similar (and in fact slightly lower) in HSDC sections as compared to non-HSDC sections of the same courses. Overall then, while high school students tend to succeed in HSDC coursework at uncommonly high rates, this does not appear to be attributable to any categorical difference between HSDC sections and their non-HSDC cousins.

Figure 3
Success Rates in HSDC-Offered Courses by University and Student Type, FY2015-FY2019
(Percentages)



¹² For instance, high school students enrolling in HSDC coursework over the history of the program have reported an average ACT composite score of 24.0, compared to an average of 22.7 among their college-level counterparts enrolled in the same sections.

¹³ For example, if a given course (e.g., MATH-102) has been offered even once under the HSDC program, *all* sections of that course will be included here (even those not offered in HSDC format). In other words, if 100 sections of a given course were offered – 50 in HSDC format and 50 in non-HSDC format – this chart will show comparative success rates for each of these subgroups.

Matriculation Patterns

Having noted that high school students typically perform well in HSDC coursework, we now turn to a consideration of another important success marker: matriculation to college following high school. Given their presumptive level of preparedness for college, it logically could be expected that these students – particularly in light of their involvement in the HSDC program – would be especially likely to pursue further education after high school.

The analysis presented in this section includes all students who both:

- 1) enrolled (and earned a C or higher) in at least one HSDC section offered by a regental university (AND)
- 2) graduated from high school between FY2015 and FY2018.

To track the postsecondary matriculations of these students – including those who may have enrolled outside the South Dakota university system – a roster of HSDC participants was submitted to the National Student Clearinghouse (NSC), a national repository of enrollment data for nearly all American postsecondary institutions. To be counted as “enrolled” in this analysis, a student must have been enrolled at least part-time at any postsecondary institution in the United States during the first fall term immediately following (anticipated) high school graduation.¹⁴

A total of 6,271 students from South Dakota high schools were included in the NSC search. As depicted in Figure 4, resulting data indicate that an overwhelming majority of these students (90.7 percent) enrolled in at least one US postsecondary institution during the first fall term after high school. This rate did not vary appreciably over the four student cohorts examined in this analysis.¹⁵

Figure 4
Postsecondary Matriculation of FY2015-FY2018 Graduating HSDC Participants, Overall
(Percentages)

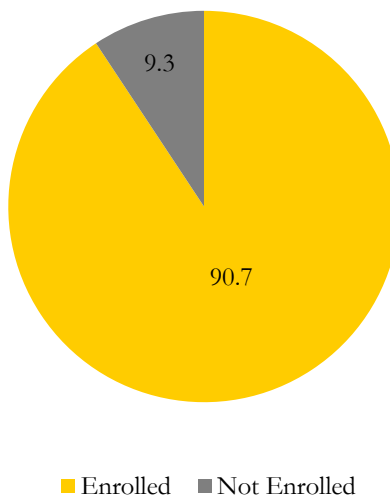


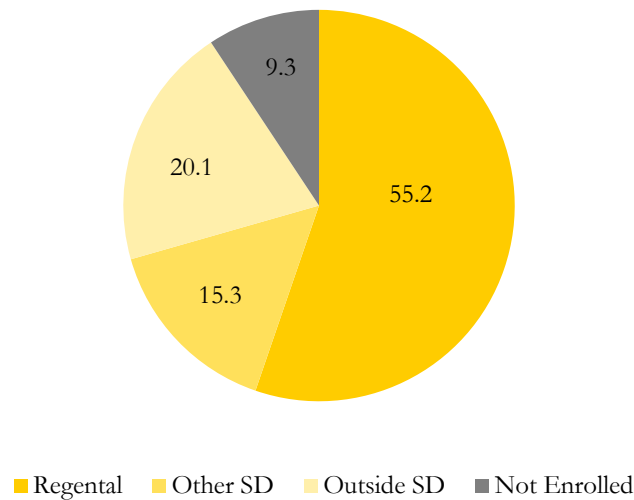
Figure 5 (below) displays a more detailed breakdown of these students’ enrollment destinations. Overall, more than half of these students (55.2 percent) matriculated to a regental university.¹⁶ About fifteen percent enrolled at an in-state institution other than a regental university, and just over twenty percent enrolled at an institution outside South Dakota. As with the overall matriculation rate, enrollment patterns across these detailed institutional categories have not shifted significantly over time.

¹⁴ Here, “anticipated high school graduation” is inferred based on a combination of section term and student grade level.

¹⁵ Overall matriculation rates ranged from a low of 88.2 percent for the FY2015 cohort to a high of 92.4 percent for the FY2017 cohort.

¹⁶ Detailed institutional groupings are assigned hierarchically. Students enrolling at multiple institutions are reported in the “Regental” category if applicable, followed by the “Other SD” category if applicable, followed by the “Outside SD” category.

Figure 5
Postsecondary Matriculation of FY2015-FY2018 Graduating HSDC Participants, Detailed



Both of the key indicators shown above – the overall matriculation rate of 90.7 percent and the regental matriculation rate of 55.2 percent – are comparatively high in the South Dakota context. The SDBOR College Matriculation Dashboard, which displays college enrollment outcomes for all South Dakota high school graduates, indicates that only about 66.9 percent of all South Dakota high school graduates pursue postsecondary education within 16 months of high school graduation.¹⁷ An even smaller share (35.5 percent) of these students matriculate to the public university system specifically. In comparison then, dual credit participants appear to be far more likely than the general student population not just to enroll in higher education, but to enroll in regental universities specifically.

Figure 6 and Figure 7 (next page) examine college matriculation patterns by HSDC enrollment intensity. These charts disaggregate HSDC participants into three groups: 1) those successfully completing three or fewer HSDC credit hours, 2) those successfully completing more than three but fewer than twelve HSDC credit hours, and those successfully completing twelve or more HSDC credit hours. As before, credit hours are counted as “successfully completed” as long as the student earned a C or higher.

Figure 6 shows that postsecondary matriculation *to any college or university* does not vary much by HSDC enrollment intensity. About 93.9 percent of students completing twelve or more credit hours of HSDC coursework ultimately matriculated to a postsecondary institution after high school, compared with approximately 87.5 percent of students completing three or fewer credit hours under the HSDC program. However, Figure 7 indicates that matriculation rates *to regental universities* climb substantially with rising HSDC enrollment intensity. Around 60.8 percent of students who successfully completed twelve or more credit hours of HSDC coursework later matriculated to a regental university, while the same was true of only 48.6 percent of students completing three or fewer credit hours.

The reasons for this difference are not immediately clear. One possible explanation is that, through their repeated experiences with regental faculty and staff, HSDC students may develop a sense of familiarity that later influences their decisions about college choice. Another possibility is that students who already intend to enroll at a regental university may feel especially uninhibited about enrolling in HSDC coursework given their knowledge that regental HSDC coursework is guaranteed to meet regental graduation requirements, and thus will be imminently valuable. Whatever the actual reason(s), this inclination of heavily-enrolled HSDC students to later matriculate to a regental university may have multiple ramifications – both positive and negative – on university operations.

¹⁷ The SDBOR College Matriculation Dashboard is available at <https://www.sdbor.edu/dashboards>. It should be pointed out that the current analysis uses a different (and more restrictive) search window than the dashboard. While the current analysis searched for subsequent enrollments during the *fall term* immediately following high school graduation, the dashboard uses a *16-month* search period following high school graduation. Given the “tougher” standard imposed in the current analysis, the long-run matriculation rate for HSDC students almost certainly is understated here.

Figure 6
Postsecondary Matriculation of FY2015-FY2018 Graduating HSDC Participants by HSDC Credits Taken, Overall
(Percentages)

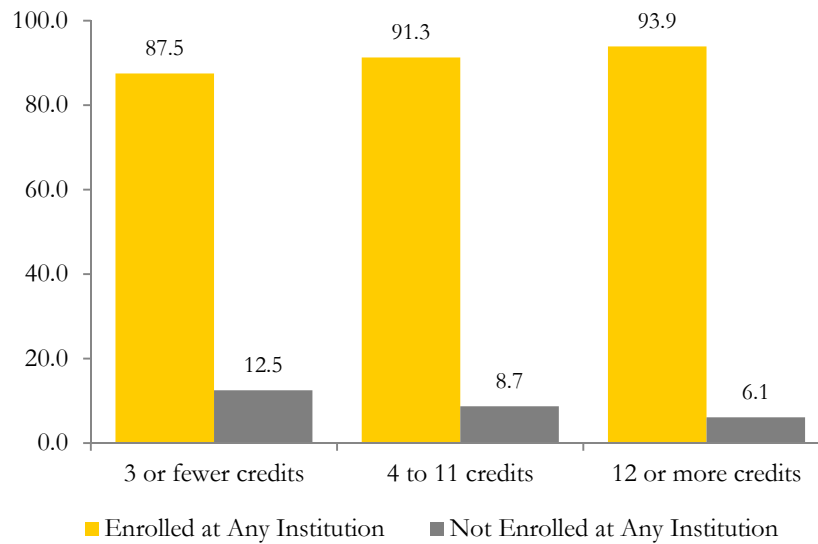
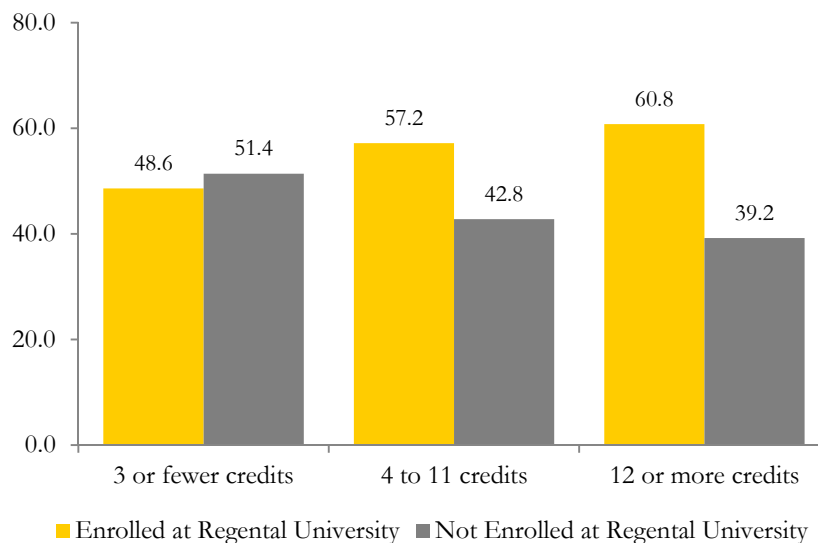


Figure 7
Postsecondary Matriculation of FY2015-FY2018 Graduating HSDC Participants by HSDC Credits Taken, Detailed
(Percentages)



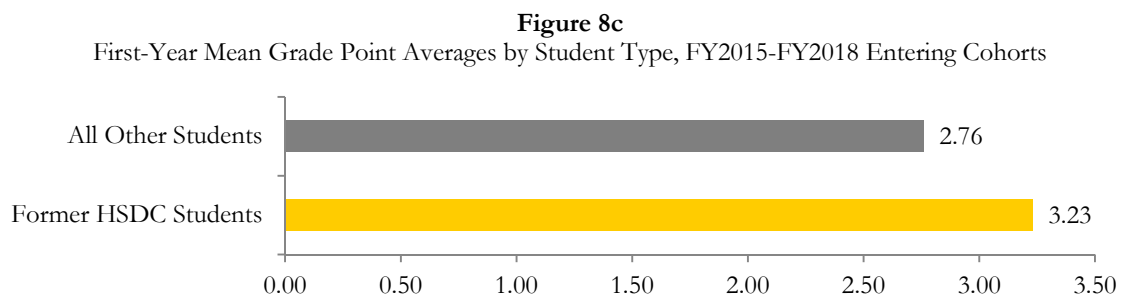
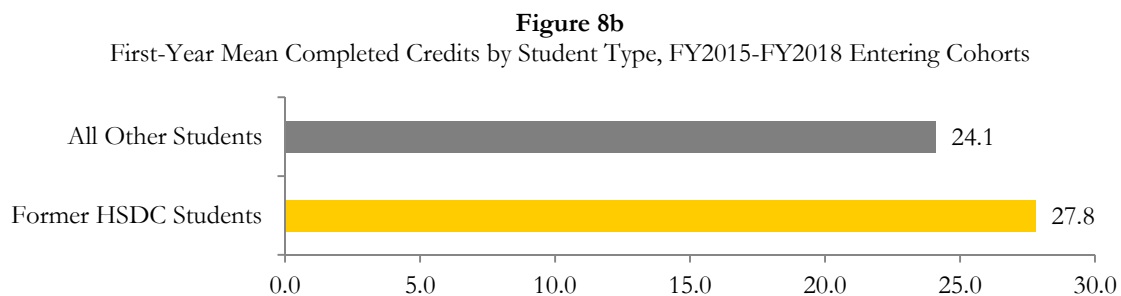
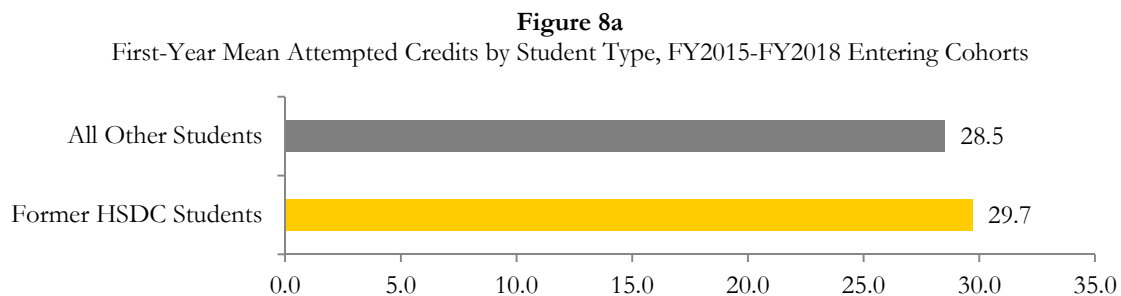
In a related vein, it bears mentioning that HSDC students matriculating to the regental system have – over the history of the program – tended to enter the system with a relatively small number of HSDC credits already in hand. Over the last four cohorts combined, about 53.6 percent of former HSDC students entered the university system having earned only six or fewer HSDC credits, while 46.4 percent entered the system having earned more than six HSDC credits. However, these percentages have changed considerably over time. While the share of HSDC students entering the system having earned six or fewer credits fell from 58.3 percent to 45.5 percent over the last three entering cohorts, the percentage earning more than six credits rose from 41.7 percent to 54.6 percent over the same period. System universities, then, have begun to see a noticeable rise in the number of college credits being carried in by these students. This uptick in credits – as will be seen in a subsequent section of this report – has begun to have an increasingly pronounced impact on university balance sheets.

Postsecondary Progression

The forgoing analysis shows that an overwhelming majority of HSDC students choose to formally enter higher education following high school. But how well do these students fare once enrolled as regular college students? This report now presents a series of success indicators that summarize the subsequent academic performance of these students.

For purposes of this section, the reported student population includes all first-time, full-time, degree-seeking undergraduates entering the university system in any fall term from FY2015 through FY2018.¹⁸ These students are split into two subgroups: those who attempted and earned a C or higher in at least one HSDC course section prior to matriculation (labeled as “Former HSDC Students” below), and those who did not (i.e., “All Other Students”).

Figure 8a (mean attempted credits), Figure 8b (mean completed credits), and Figure 8c (mean grade point averages) display three key indicators of student success in regental course sections. For all three charts, data refer to all course sections attempted by students during the full fiscal year of entry. Results indicate a clear differential favoring the HSDC group, in that HSDC students fared better than non-HSDC students on all three measures. And though not depicted below, subsequent analysis confirms that former HSDC students outperformed their non-HSDC counterparts even when controlling for incoming academic readiness (i.e., ACT composite scores).¹⁹



¹⁸ More specifically, the analysis is limited to first-time, full-time degree-seeking undergraduate federal cohort members only.

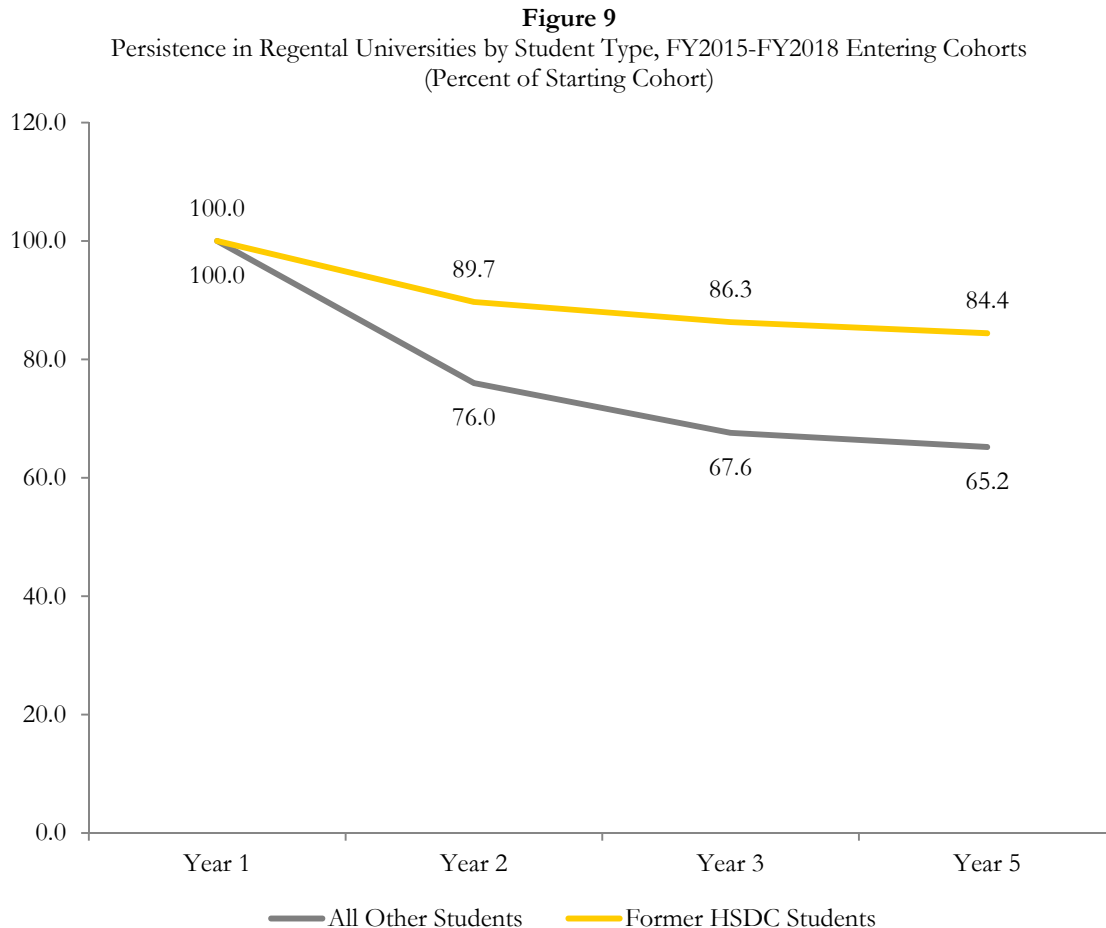
¹⁹ Performance gaps between HSDC students and non-HSDC students were evident at every ACT scoring range examined in this analysis. For instance, even when limiting the analysis to only those students with composite ACT scores of 30 or higher, the HSDC group took more credits, completed more credits, and accumulated higher mean grade point averages than the non-HSDC group.

Beyond measures of student success in individual course sections, another important progression indicator is student persistence, that is, the extent to which students remain in school until completing a degree. In this analysis, student-level “persistence” is defined as either:

- 1) continuing to enroll at any regental university during a fall term subsequent to entry (OR)
- 2) completing an undergraduate degree from any regental university.

This measure offers a summative success indicator that reflects both retention outcomes and graduation outcomes.

Figure 9 displays longitudinal persistence data for all cohorts included in the analysis.²⁰ As with other persistence analyses, a “flat” persistence plot indicates greater persistence, while a “drooping” plot indicates greater attrition. The results below could not be more clear: The former HSDC participants examined in this analysis were much more likely to persist toward degree completion than were students who had not participated in the HSDC program. By the second year of study, nearly nine in ten former HSDC students (act. 89.7 percent) continued to persist in the university system, compared with only 76.0 percent of non-HSDC students. This divergence continued to widen through the end of the fourth year of study, by which time 84.4 percent of former HSDC students continued to persist, in comparison with only 65.2 percent of non-HSDC students. This nearly 20-point spread in fourth-year outcomes is cavernous in the world of persistence rates, and plainly underscores the tendency of HSDC students to commit to their college careers in a sustained way.²¹



²⁰ For any given cohort, data are shown for all available years. Consequently, fewer years of data are shown for newer cohorts (e.g., the FY2017 cohort) than for older cohorts (e.g., the FY2015 cohort).

²¹ As with the course section indicators discussed previously, similar persistence gaps were found at all ACT scoring ranges. For example, even when limiting the analysis to only those students with composite ACT scores of 30 or higher, the HSDC group “out-persisted” the non-HSDC group by more than ten percentage points (92.7 percent to 81.7 percent) by the fourth year of study.

Fiscal Impact

Background

Up to now, this report has reviewed quantitative evidence that – particularly from the student perspective – powerfully reinforces the merits of the HSDC program. Dual credit participation appears to be strongly associated with a range of desirable outcomes, and in light of the rapid enrollment growth seen in the HSDC program in recent years, it appears that students and their families increasingly have begun to recognize these benefits.

But even with the academic case seemingly settled, a pressing set of policy questions lingers with respect to the fiscal impact of the program. Regardless of how successful its participants might be, the program still must be underwritten by state general funds in order to remain operationally sustainable. As such – and also given that participating institutions collect significantly lower revenues from dual credit sections – the financial aspects of the HSDC program have attracted considerable attention from many stakeholders.

Yet, analysis of the HSDC program’s fiscal impact is vexed by a number of largely unanswerable questions. Many of these questions, like some of the following, often flow from uncertainty about consumer behavior patterns associated with program participation:

- Do students attempt additional (or different) courses than they otherwise would have as a result of the HSDC program? Or would they simply have completed the same courses later (and by what means?) once enrolled as a regular college student?
- Do students’ experiences in HSDC coursework influence their subsequent college choice decisions, including whether to matriculate permanently to HSDC-offering institutions? Further, do these experiences shape students’ future decisions about subsequent coursework or fields of study?
- Does the HSDC program attract new prospective college students that otherwise would not pursue postsecondary study?
- For offering universities, does the HSDC program bring about any direct or indirect changes in course scheduling and/or organizational staffing that affect institutional spending?
- For the state, what financial and social gains are realized as a result of the HSDC program? For instance, are personal savings that accrue to students and their families from participation in the program translated into other “goods” (e.g., quicker entry to the workforce, reduced demand for social service programs, increased spending on taxable consumer goods) that benefit the state in other ways?

Without answers to these questions, the complete fiscal impact of the HSDC program cannot be definitively determined. However, with the help of a few analytic assumptions, and by limiting the analysis to a more manageable scope, HSDC program data can be used in an effort to better understand the program’s basic financial consequences. This closing section of the report undertakes one such analysis.

It should be noted at the outset that this analysis is inherently limited, focusing only on the *direct revenue gains and losses* from the HSDC program experienced by regental universities. Specifically, the analysis centers on the following research question: *How do the revenues collected by regental universities through the dual credit program compare with the hypothetical revenues that otherwise would have been collected in the absence of the program?* While this question does not address all potential impacts of the HSDC program, it does address the direct effects the program has on the public universities’ balance sheets.

The pages below provide a brief description of the conceptual model used to examine the above question, and also review the results emerging from the analysis. But the approach taken in this analysis is by no means the only possible method for examining the fiscal impact of the HSDC program, and as such, the model’s assumptions and limitations will be further discussed below.

Conceptual Model

Expressed arithmetically, the basic impact calculation used in this analysis can be written as:

$$\textit{Actual Revenues} - \textit{Hypothetical Revenues} = \textit{Fiscal Impact}$$

For any given university and student cohort, actual revenues (i.e., those collected from the cohort under the HSDC program) and hypothetical revenues (i.e., those that *would have been* collected from the cohort if not for the HSDC program) can be calculated as determined by three different credit delivery scenarios:

Scenario 1: “Eating our own lunch”

University Z delivers dual credits to a student who later enrolls as a regular student at University Z. These credits result in a per-credit financial loss, since the credits otherwise would have been delivered later at full price. Accordingly, actual revenues will be lower than hypothetical revenues.

Scenario 2: “Eating someone else’s lunch”

University Z delivers dual credits to a student who does not later enroll as a regular student at University Z. These credits result in a per-credit financial gain, since the university otherwise would not have delivered the credits at all. In this scenario, actual revenues will be higher than hypothetical revenues (which always will be zero).

Scenario 3: “Someone ate our lunch”

A competitor university delivers dual credits to a student who later enrolls as a regular student at University Z. These credits – which now cannot be delivered by University Z – result in a per-credit financial loss for University Z, since the university did not deliver credits that it otherwise would have (at full price). Actual revenues (always zero) will be lower than hypothetical revenues in this scenario.

Actual revenues and hypothetical revenues are calculated in the model – for any given cohort and university – based on scenario type, institutional tuition and fee charges, and the number of credit hours actually delivered through the HSDC program to students in the relevant high school graduating cohort.

Table 3 below provides a sample model calculation for one university (NSU) and student cohort (FY2015). Model data show that NSU delivered 199 dual credit hours to students who later enrolled at NSU. NSU collected \$28,855 in revenue from these credits, about half of the revenue it would have collected (\$52,317) under hypothetical estimates (i.e., had the program not existed). At the same time, NSU delivered 573 dual credit hours to students who did not later enroll at NSU. The university collected \$83,085 in revenue from these credits, none of which would have been collected had the program not existed. However, other regental universities delivered 78 dual credit hours to students who later enrolled at NSU. NSU accordingly collected no revenue from these credits; if not for the dual credit program, NSU would have collected \$20,506 from these credits.

Table 3
Sample Fiscal Impact Calculation, NSU, FY2015 Cohort

	Credit Count	Actual Rate	Actual Revenue	Hypothetical Rate	Hypothetical Revenue	Revenue Difference
“Scenario 1” students	199	\$145.00	\$28,855	\$262.90	\$52,317	-\$23,462
“Scenario 2” students	573	\$145.00	\$83,085	\$0.00	\$0	+\$83,085
“Scenario 3” students	78	\$0.00	\$0	\$262.90	\$20,506	-\$20,506
Total			\$111,940		\$72,823	+\$39,117

Overall then, the estimated revenue difference (or “fiscal impact”) of the HSDC program was – for this university and cohort – net-positive. NSU collected \$111,940 in actual revenue from this cohort through the HSDC program, compared to the \$72,823 it would have collected in the absence of the program. This net difference of +\$39,117 represents the net fiscal impact of the HSDC program for NSU for the FY2015 cohort.

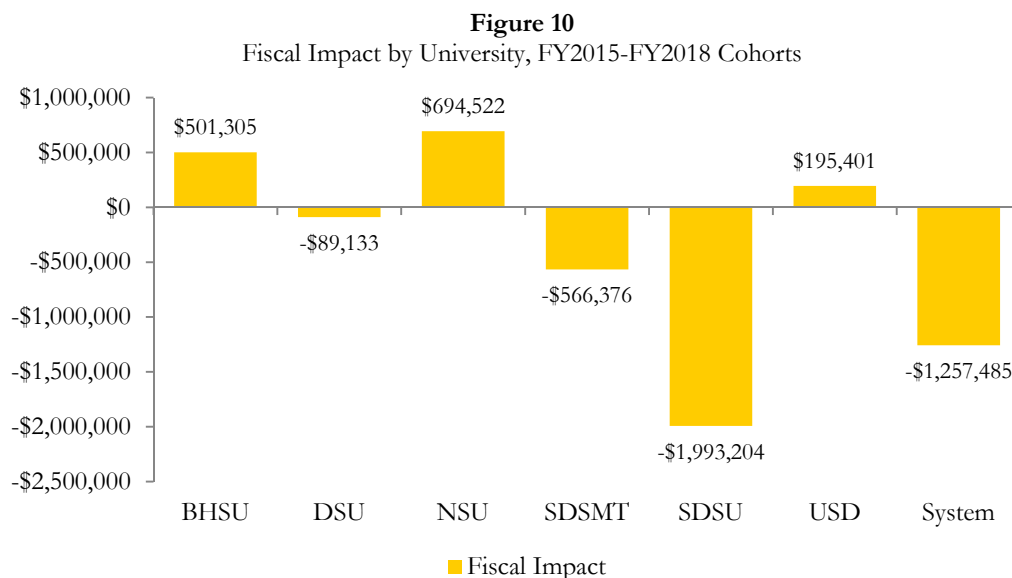
Assumptions and Limitations

Altogether then, evaluating the HSDC program’s direct financial impact not only requires knowing how many credits each university actually delivered through the program, but also requires an estimate of how many credits each university hypothetically would have delivered to the same students had the program never been implemented.²² While the first component (actual revenues) is analytically straightforward, the latter component (hypothetical revenues) – which is premised on students’ subsequent enrollment decisions – is murkier, and requires a number of assumptions. The major assumptions of the model are listed below:

- The analysis defines students “who later enrolled” at a given university as any student who enrolled at that university as a degree-seeking undergraduate during the first fall term following high school graduation (with that university listed as the student’s “home” university in said term).
- The analysis assumes that any course sections taken by students through the HSDC program would have been taken subsequently (wherever the student later enrolled as a regular college student) had the HSDC program not been available.
- For revenue estimation purposes, the analysis assumes that students would have taken the relevant credits (i.e., those taken via dual credit) during the first year of regular college study, and thus would have paid the tuition and fee rates in effect during the first year of enrollment.²³ Revenue estimates also assume that all such credits would have been taken on-campus, and thus would have been billed at the resident on-campus rate for tuition and fees. Consequently, the analysis likely understates the hypothetical revenue gains that would have been realized if not for the HSDC program.
- The analysis includes all dual credits delivered by regental universities since the formal beginning of the HSDC program (Fall 2014). The analysis does not consider any dual credits taken from the state’s technical institutes. Had those credits been included in the analysis, they all would have fallen into the “Scenario 3” category described above, resulting in further losses in university revenue. For this reason, the analysis likely understates actual revenue losses from the HSDC program.

Results

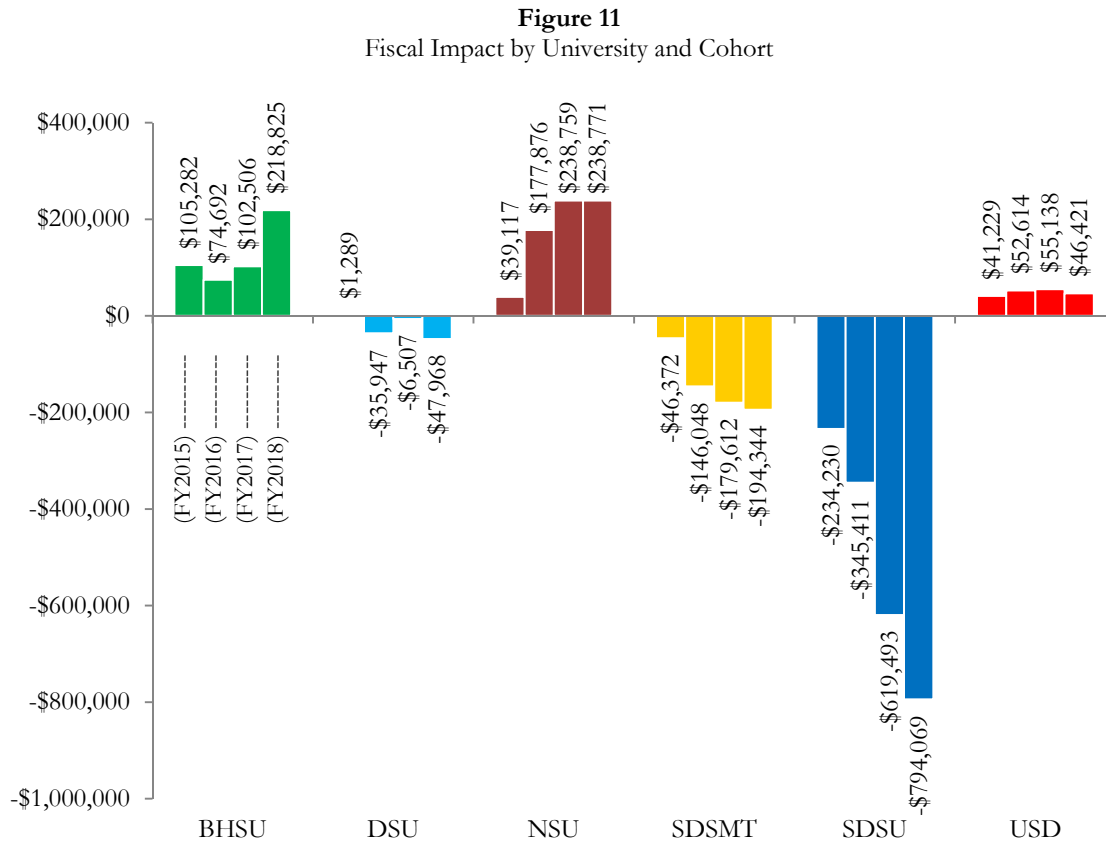
Model estimates were calculated for all six regental universities and all four high school graduating cohorts from FY2015-FY2018. Figure 10 outlines the high-level results. Combining data from all four cohorts, regental universities experienced a net revenue loss of approximately \$1.25 million from the HSDC program. SDSU showed by far the largest loss, at nearly \$2 million. NSU, in contrast, experienced a net gain of roughly \$700,000 over the same period.



²² To reiterate, the current model focuses only on the direct revenue effects of the HSDC program. It does not consider the indirect or secondary “ripple” effects (e.g., entry of new students, macroeconomic benefits, etc.) that may result from the program.

²³ Revenue estimates are based on credits recorded in census date extracts. While these credits will vary slightly from credits actually billed and collected, any such differences were not expected to bias results of the model. Credit details are shown in Appendix A.

Figure 11 shows institutional fiscal impact estimates over time. While some institutions (e.g., USD) have seen relatively little change in net impact over time, other institutions have experienced significant growth (e.g., NSU) or decline (e.g., SDSU). The data clearly show a diverging pattern over time, with the gaps between net-positive institutions and net-negative institutions growing with each year of implementation. For instance, in FY2015, the gap between the most net-positive university (BHSU) and the most net-negative university (SDSU) amounted to about \$350,000. By FY2018, this gap (now between NSU and SDSU) had widened to more than \$1 million.



The reasons for these institutional disparities are complex, but generally speaking, institutions with net-positive impacts tend to do three related things:

- 1) They tend to deliver a modest number of dual credits to students who later enroll there (“Scenario 1” students)
- 2) They tend to deliver many dual credits to students who do not later enroll there (“Scenario 2” students)
- 3) They tend to enroll few students who took dual credits from other institutions (“Scenario 3 students)

Examples of this pattern are easy to find. For instance, among students in the FY2018 cohort, NSU delivered about 700 dual credits to students who later enrolled at NSU. In the same cohort, NSU delivered more than 3,000 dual credits to students who did not later enroll there, while only about 400 dual credits were delivered by other universities to students who later enrolled at NSU. It is important to recall that dual credits are, by definition, siphoned from the institutions at which students later enroll. That is, if NSU delivers three credits to a student who later enrolls at SDSU, SDSU is preempted from delivering the same credits itself: NSU’s gain will result in SDSU’s loss.

Further, the entire program is assured to have a net-negative impact, since even if there was no exchange of students whatsoever between institutions – that is, if institutions delivered dual credits to their future college students only – all institutions still would be guaranteed to lose revenue due to the program’s reduced tuition rates. The general takeaway, then, is that the best option for pragmatic institutions seeking to stay in the black with respect to the HSDC program is to deliver as many dual credits as possible to students who later will enroll elsewhere (or will not enroll at all).

Summary

Ample evidence exists to highlight the impressive performance of HSDC program participants, who appear to excel not only in HSDC coursework itself, but also in subsequent college-level work. HSDC program participants appear more likely than the general student population to succeed in HSDC coursework, to matriculate to postsecondary institutions after high school, to perform well in subsequent college-level coursework, and to persist in college once enrolled. But, as discussed above, these outcomes were never in serious question in light of the high level of academic ability required of students aspiring to enter the program. Since only the highest-caliber students are allowed into the program in the first place, it stands to reason that their subsequent academic records would be demonstrably strong.

In this light, policymakers may be well advised to begin shifting focus from understanding the program's academic benefits to optimizing its operational framework. Given the considerable expenditure of state resources on the HSDC program, and also given the program's striking disparities in institutional fiscal impact, it seems that program stakeholders may benefit from further examining the structures and processes under which the program currently operates.

The ongoing policy questions surrounding this task are plentiful. What changes, if any, can be made to make the program more financially sustainable? How might the program be structured to promote greater fairness in revenue distribution? Can the program be modified in such a way that unintended consequences and perverse incentives – to the extent that they exist now – are reduced? With five years of implementation now complete and the core challenges now clear, tackling these high-level operational questions will be important for ensuring the long-term viability of the dual credit program in South Dakota.

Appendix A

Credit Data for Fiscal Impact Model

The table below provides all credit data used for revenue estimation purposes in this report’s fiscal impact analysis. For each cohort under analysis, HSDC credit data – sourced from university census data extracts – are shown by offering university and delivery scenario. Reprinted from the main report, scenario descriptions are as follows:

Scenario 1: “Eating our own lunch”

University Z delivers dual credits to a student who later enrolls as a regular student at University Z. These credits result in a per-credit financial loss, since the credits otherwise would have been delivered later at full price. Accordingly, actual revenues will be lower than hypothetical revenues.

Scenario 2: “Eating someone else’s lunch”

University Z delivers dual credits to a student who does not later enroll as a regular student at University Z. These credits result in a per-credit financial gain, since the university otherwise would not have delivered the credits at all. In this scenario, actual revenues will be higher than hypothetical revenues (which always will be zero).

Scenario 3: “Someone ate our lunch”

A competitor university delivers dual credits to a student who later enrolls as a regular student at University Z. These credits – which now cannot be delivered by University Z – result in a per-credit financial loss, since the university did not deliver credits that it otherwise would have (at full price). Actual revenues (always zero) will be lower than hypothetical revenues in this scenario.

Table A1
HSDC Credits by University and Scenario Type

FY2015 Cohort						
	BHSU	DSU	NSU	SDSMT	SDSU	USD
“Scenario 1” students	246	149	199	59	630	623
“Scenario 2” students	1,102	309	573	151	612	1,448
“Scenario 3” students	92	96	78	204	891	296
FY2016 Cohort						
	BHSU	DSU	NSU	SDSMT	SDSU	USD
“Scenario 1” students	582	300	253	87	1,203	1,137
“Scenario 2” students	1,510	572	1,786	189	1,613	2,875
“Scenario 3” students	275	298	195	550	1,564	740
FY2017 Cohort						
	BHSU	DSU	NSU	SDSMT	SDSU	USD
“Scenario 1” students	686	267	319	224	1,525	1,193
“Scenario 2” students	2,014	801	2,424	226	2,127	4,029
“Scenario 3” students	322	312	257	610	2,559	1,208
FY2018 Cohort						
	BHSU	DSU	NSU	SDSMT	SDSU	USD
“Scenario 1” students	1,044	325	671	120	2,181	1,695
“Scenario 2” students	3,075	888	3,019	197	2,683	4,888
“Scenario 3” students	256	466	375	686	2,952	1,312

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 2 – H

DATE: August 7-8, 2019

SUBJECT

Advisor Study Results

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Academic Advising is a critical student service our institutions. Academic advising ensures students have the support, information and tools needed for academic success and to complete degree programs. There are many elements involved in the advising process, and likewise, a variety of ways that universities deploy academic advising. The structure of advising varies by campus based on what best serves students at a particular institution. The South Dakota Board of Regents sought to better understand the functions of academic advisors and the structure of advising at the Regental institutions. The following report qualitatively captures the different advising methods currently in use through summaries provided by each institution. Faculty advisors and professional advisors were queried about their day-to-day functions, promising practices, and issues that they believe impede students from staying at Regental institutions.

As the Board continues to work on additional funding opportunities for students with high financial need, it is imperative to provide students with advising services that provide students with the highest chance for academic success.

IMPACT AND RECOMMENDATION

The report identifies a number of themes related to advising communication strategies, reasons students drop courses, and system-wide success initiatives. The report also identifies opportunities for further research and investigation. These include indications by students that they drop out of school due to homesickness, mental health issues, and a lack of sense of belonging or community at their university. In addition, the report indicates that the system should engage in sharing best practices between institutions to maximize investments in advising resources.

ATTACHMENTS

Attachment I – Academic Advising at South Dakota Board of Regents Report

INFORMATIONAL ITEM

Academic Advising at South Dakota Board of Regents

Contents

Introduction:.....	3
Themes:.....	4
Communication:.....	4
Drops / Withdraws / Risk / Retention:	5
Matriculation / Success Initiatives:	6
Institutional Advising Processes:	7
South Dakota School of Mines and Technology:	7
South Dakota State University:.....	8
Northern State University:	10
Dakota State University:	11
University of South Dakota:	11
Black Hills State University:.....	12

Introduction

Academic Advising is a critical student service at an institution of higher education. Academic advising ensures that students have the support, information and tools needed to be successful in their college career. There are many elements involved in academic advising, and likewise, there are a variety of ways that academic advising is deployed at a university. Advising is typically housed in academic or student affairs, and includes a number of individuals that provide resources to students. Ultimately, the structure of an advising department is intended to best serve the students at that particular Regental Institution.

The South Dakota Board of Regents sought to better understand the functions of academic advisors and structure of advising at the Regental Institutions, capturing this qualitatively through a survey of advisors, and through summaries of advising provided by each institution. Academic advisors of both faculty and professional were queried about their day-to-day functions, promising practices, and issues that they believe impede students from staying at Regental Institutions.

A number of themes were identified among professional advisors surrounding communication strategies, reasons students drop, and system wide success initiatives. These themes are illustrative of a few of the strategies that advisors utilize in their day-to-day work to ensure student success. As the South Dakota Board of Regents continues to work to provide additional funding opportunities to our most economically challenged students, it is worthwhile to highlight all of the work that each institution does to ensure the success of these and all types of students. The continued efforts to provide the highest quality student success initiatives demonstrate a commitment to these students by the Regental Institutions, and to constituents responsible for making funding decisions.

Through the analysis process, opportunities for further research were identified. These include the potential to study the theme that students drop due to homesickness, mental health issues, and a lack of sense of belonging or community at their university. Another opportunity is further research into faculty advising, and offering training for faculty advisors, or consideration that professional advisors may be better suited to handle student follow-up, and that faculty advisors may be best equipped to mentor students. A final opportunity also includes further cross-institutional communication regarding best practices, being able to utilize the expertise and experience at each institution to inform practices at all of them would provide a mechanism to make the most of all of the available student advising resources.

Themes

Communication:

Method: (voice phone, email, face-to-face, text)

Advisors utilize many types of communication to reach out to their students including email, text, phone and face-to-face meetings. The form of communication is decided upon by what works best for each student and the nature and priority of the message being communicated. Advisors vary their methods of communication with students who fail to respond to initial outreach attempts in an effort to connect with students who are “waiting to be engaged”.

Frequency:

Advisors contact students with varied frequency. Among professional advisors, communication of some form typically occurs on a bi-weekly basis. Advisors commonly mentioned that being pro-active in communication about critical topics is important, but that must be balanced by not over-burdening the student with text messages, calls, or email. Faculty advisors may see students on a more frequent face-to-face basis if the student is taking a course from that faculty member, which allows for impromptu conversations and opportunities to set up appointments if needed.

Prioritizing:

Advisors prioritize their communication strategy to students based on critical junctures in the semester, risk status, and student desire. For example, advisors typically initiate communication with students to inform them about upcoming processes or deadlines, when they receive information indicating that a student is experiencing difficulty or is celebrating a success, or at critical points in the year when students are known to leave the institution. Some advisors utilize reports that are run prior to the start of the semester to identify their students early. They reach out to their students before they matriculate to ensure that the students are adequately prepared. Most SDBOR campuses have an early alert program that also triggers advisor contact in the first weeks of the semester. Further, mid-term deficiency report and withdraw deadline require advisors to check in with particular students.

Topics:

Topics of conversation at advising meetings include academic planning, advising policies and strategies, opportunities to advocate for students, along with personal, social and emotional needs of the student. Advisors are often the first person that a student will express concern to if they are considering dropping one or all courses. This function of the advisor position is critical, because they have the ability to assist the student with troubleshooting academic, personal or other problems they are experiencing that could impact their success.

Tracking/Documentation:

Communication between students and advisors is documented differently depending on advisor and institution. These differences are primarily dependent on which technology tool is employed at each institution, but also can be impacted by advisor. One caveat to this is that the systems are not shared among institutions. Some advisors utilize a spreadsheet; others use a software system that all advisors have the ability to view. One caveat to this is that the systems are not shared among institutions.

Drops/Withdraws/Risk/Retention:

Drop Reasons:

Reasons for drops varied but the most common factors include mental health concerns, family issues, work, finances, federal aid eligibility, mental health issues (anxiety and lack of confidence) and academic support. Many advisors indicated that students dropped because they were homesick, or didn't feel a sense of belonging on the campus, not because they were academically underprepared or in warning status. Students typically drop after breaks, such as summer, Thanksgiving, or Christmas.

Drop/Withdraw Prevention:

Advisors anticipate student needs through thorough understanding of academic calendar, and student characteristics. They also anticipate student needs and potential drops through understanding and expertise in their particular advising area, such as General Studies, Athletics, Distance, etc. Through their explanation it appears that a critical feature of a successful advising program includes specialized advisors, or minimally, advisors that have a thorough understanding not only of the program in which they advise, but the unique student needs that arise in that particular area.

Regental advisors utilize advising software or advising sheets to ensure consistency, timing, accuracy, and frequency of communication. Faculty advisors appear to typically engage with students when it is time to register for courses, or when they identify one of their students on a warning list.

Professional advisors spoke about a genuine sense of commitment to the student and understanding their needs. As illustrated below, this finding was not as consistent among faculty advisors:

"I believe just showing that I'm involved and I care about their education..... They are non-traditional students who have families and careers outside of their academics at SDSU. I am able to get to know each student personally and really connect with each one." (Professional Advisor in BGS program)

"I do very little follow up with students unless they ask for help. As a teacher with a full load, I do not have time to babysit my students. They are in college, and I feel it is their responsibility to ask for help. If they do ask, I will try my best to find answers for them and get them moving in the right direction." (faculty member)

Matriculation / Success Initiatives:

Advising to 15 hours:

Most advisors discussed the importance of placing students in at least 12 – 15 credit hours, and many mentioned that they always start discussions at 15 hours (or 30 per year). Nursing advisors encourage their students to take 14 – 16 credits per semester.

I advise them that they need to average 16 credit hours/semester to graduate in 4 years. If I feel an incoming student looks weak, then I may advise them to only take the minimum of 12 hours. (faculty)

Math Pathways:

Most of the respondents were familiar with Math Pathways, and the initiatives that students be placed in credit-bearing math (and English) courses that are mapped to their academic program.

Institutional Advising Processes

South Dakota School of Mines and Technology:

Organization of Advising at South Dakota School of Mines and Technology

Academic Advising

- The faculty ‘own’ advising; however, students’ needs spread beyond what falls under the rubric of ‘academic advising’ as defined in the collective bargaining agreement. SD Mines has worked for years to improve advising effectiveness without impinging on department autonomy. Registrar and SSC staff co-host comprehensive advising workshops. Data from the Second Year Student Assessment and Student Satisfaction Inventory results are segmented by program and sent regularly to department heads. A campus-wide advising survey that the heads can segment by academic advisor was deployed in spring 2018.

Student Success Center

- Our most recent strategic plan included the following: Action Step 1-B-1: “Establish a Student Success Center specializing in advising of first-year students while being available to all undergraduate students.” Finally, in fall 2016, a Center was created in the heart of the student center where it could become a hub for mentoring, student collaboration, studying, participation in team-based learning, and networking with other students and faculty. Every semester, Center staff participate in orientation and make sure every student receives a digital and hardcopy of a support resources crib sheet.
- The Success Center is staffed by a director, a mentor, and a pre-health program advisor. The director chairs the Early Alert Team and the Retention Planning Group. The Foundation is engaged in raising funds to greatly expand the student center such that student support services can be broadened and centralized in a welcoming, high-traffic area next to the residence halls.

Tutoring

- Tutoring services are provided in many venues across campus. The demand for tutoring is tracked closely to identify emerging needs. The Tech Learning Center is the official center for tutoring, but it is in the basement of the library. As the Success Center becomes established, the director has initiated many creative ways of marketing and providing tutoring when, where, and how students want it.

Services in the Division of Student Development

- Student Health Services
- Office of Residence Life and Community Standards
- University Counseling and ADA services (NOTE: University Counseling staff meet every other year with every academic department to discuss interventions, bystander training, and services.)
- Career and Professional Development Center
- Ivanhoe International Center
- Multicultural Affairs (and center)
- Student Activities and Leadership Center
- Student Association (i.e., student senate)
- Veterans Resource Center
- Newman Center (affiliated)
- International Student House (affiliated)
- Muslim Student Association (affiliated)
- Lutheran Campus Ministries (affiliated)

South Dakota State University:

Organization of Academic Advising at South Dakota State University

South Dakota State University employs a mixed model of academic advising, using both professional academic advisors and faculty advisors. Oversight for academic advising is provided by the Office of Academic Affairs.

Advising for First-Year Students: All first-year students at SDSU are assigned to a professional academic advisor who uses a holistic approach to support students with their transition to college and with building a strong academic foundation in their chosen degree program. Most first-year students are assigned to an advisor in the First Year Advising Center, with the exception of students in the College of Nursing, College of Pharmacy and Allied Health Professions, Human Biology Program, and 2-year Agricultural Sciences program. First-year students in these colleges and programs are assigned a professional academic advisor employed by and located in their college or department. The First Year Advising Center is located in the Wintrode Student Success Center with the campus tutoring and Supplemental Instruction program and the Academic Success and Recovery Program.

Advising Beyond Year One: Students with a declared major, high credit completion rates, and a 2.0 or higher GPA transition from the First Year Advising Center to an advisor in their academic program after completing two full semesters at SDSU. First-year students advised in programs outside of the First Year Advising Center remain with their assigned advisor through degree completion. Each college has an Advising Coordinator who assists with providing leadership to advising initiatives; however, advising models and reporting lines vary by college, as indicated below.

College of Agriculture, Food & Environmental Sciences:

- The College of Agriculture, Food & Environmental Sciences (CAFES) utilizes a mixed advising model, with a combination of professional academic advisors and faculty advisors year two and beyond.
- The Dairy & Food Science department has developed a dedicated faculty advisor model, through which one faculty member identified as a premier academic advisor serves as the advisor for all students enrolled in Dairy & Food Science majors.
- Advisors in CAFES report to department leadership, and the Associate Dean for Academic Programs provides leadership to advising and student success activities.

College of Arts, Humanities & Social Sciences:

- The College of Arts, Humanities & Social Sciences (CAHSS) utilizes a mixed advising model, with a combination of professional academic advisors and faculty advisors year two and beyond.
- The English department has developed a dedicated faculty advisor model, through which one faculty member identified as a premier academic advisor serves as the advisor for all students enrolled in the English major and the Associate's degree in General Studies.
- The Economics department, School of Communication & Journalism, School of Design, School of Performing Arts, and Bachelor of General Studies program have employed fully professional advising models.
- Advisors in CAHSS report to department leadership, and the Dean of the college provides leadership to advising and student success activities.

College of Education & Human Sciences:

- The College of Education & Human Sciences (CEHS) employs a fully professional advising model year two and beyond.

- Advisors in CEHS report to the Dean of the college, who provides leadership to advising and student success activities.

College of Natural Sciences:

- The College of Natural Sciences (CNS) utilizes a mixed advising model, with a combination of professional academic advisors and faculty advisors year two and beyond.
- The Chemistry & Biochemistry department has developed a dedicated faculty advisor model, through which one faculty member identified as a premier academic advisor serves as the advisor for all students enrolled in Chemistry & Biochemistry majors.
- The Biology & Microbiology department has employed fully professional advising model.
- Advisors in CNS report to department leadership, and the Associate Dean for Academics & Student Services provides leadership to advising and student success activities.

College of Nursing:

- The College of Nursing (CoN) employs a fully professional advising model year one and beyond.
- Advisors in CoN report to the Director of Nursing Student Services, who provides leadership to advising and student success activities.

College of Pharmacy & Allied Health Professions:

- The College of Pharmacy & Allied Health Professions (CPAHP) employs a fully professional advising model year one and beyond.
- Advisors in CPAHP report to the Associate Dean for Student Services, who provides leadership to advising and student success activities.

Jerome J. Lohr College of Engineering:

- The Jerome J. Lohr College of Engineering (CoE) utilizes a mixed advising model.
- In partnership with the First Year Advising Center, a professional academic advisor advises first- and second-year students in Mechanical Engineering and Civil & Environmental Engineering. Students transition from the professional advisors in CoE and the First Year Advising Center to faculty advisors, with the exception of Agricultural & Biosystems Engineering (ABE), which employs a fully professional advising model.
- The professional advisor in CoE reports to the Assistant Director of the First Year Advising Center.
- The professional advisor in ABE reports to ABE department leadership.
- Faculty advisors in CoE report to department leadership, and the Associate Dean for Academics & Extension provides leadership to advising and student success activities.

Retention Advisors: In addition to academic advisors, some students at SDSU are assigned to Retention Advisors who are charged with improving the retention rate for a select population of students. Reporting lines for Retention Advisors vary, with some reporting through Academic Affairs and some reporting through Student Affairs. Retention Advisors conduct success coaching activities with students and coordinate programs proven to positively affect retention for their identified target population.

Northern State University:

Organization of Academic Advising at Northern State University

The academic advising program at Northern State University is designed to serve students through professional academic advisors who help them with a variety of needs, including course registration, transition to college life, early alert notifications, career planning, and a host of other needs that they encounter during their college career. Since NSU used a federal Title III grant to create this new academic advising program centered around professional academic advisors, both retention and student satisfaction with academic advising has risen dramatically. The program is essentially the same for all Colleges and Schools at NSU, and the professional advisors for each area report to the respective Deans or Directors in that area. The overall program resides in Academic Affairs and is overseen by an Advising Council that meets regularly. A student survey is conducted each spring semester to help evaluate the program.

NSU's academic advising program is organized as below:

- Students with a declared major are assigned a professional academic advisor in the respective College or School.
- Students who have not declared a major are assigned a professional academic advisor in the University College until they declare, when they are then transferred to a professional academic advisor in that respective College or School.
- Students who are admitted conditionally are assigned a professional academic advisor in the University College until they can declare a major, when they are then transferred to a professional academic advisor in that respective College or School.
- Students seeking a Bachelor's degree in General Studies are assigned a professional academic advisor in the College of Arts and Sciences.
- Students seeking an Associate's degree in General Studies are assigned a professional academic advisor in the University College.
- Students self-identifying as Native American/Alaska Native are assigned to the Director of the American Indian Circle Program (AICP), who serves as their academic advisor for their first year, or if undeclared until they declare a major. If a student has a declared major the professional academic advisor in that area is listed as a second academic advisor for the student. The AICP is housed in the University College.
- Students who participate in the federal grant funded TRIO-Student Support Services program are assigned a TRIO-SSS academic advisor for their first year, or if undeclared until they declare a major. If a student has a declared major the professional academic advisor in that area is listed as a second academic advisor for the student. TRIO-SSS is housed in the University College.

Dakota State University:

Organization of Academic Advising at Dakota State University

Information not received.

University of South Dakota:

Organization of Academic Advising at University of South Dakota

USD employs a mixed model of academic advising, using both professional academic advisors and faculty advisors. Oversight for academic advising is provided by the Office of Academic Affairs.

Advising for First-Year Students: About two-thirds of freshmen both on-campus and online are assigned to professional advisors in the Academic and Career Planning Center. Students interested in degrees within the School of Business or Elementary, Physical, or Special Education are advised by the professional advisors located in the student services centers within those schools. Dental Hygiene also has a professional advisor assigned to its first-year students.

Nursing and Addiction Studies have professional advisors responsible for all majors completing their degrees online.

First-year students who major within the College of Fine Arts are assigned faculty advisors by their departmental offices.

Advising after 45 credit hours: After reaching 45 credit hours (or thereabouts), students assigned to professional advisors in the Academic and Career Planning Center (ACPC) and other offices are moved to faculty advisors in the College of Arts and Sciences or to professional advisors within their School or College. Students with more than 45 credit hours may remain assigned to professional advisors in the Academic and Career Planning Center if they have not declared a major or if the advisor and student determine that the student is not fully committed to an academic program. The Academic and Career Planning Center advises very few students who have earned 60 or more credit hours.

College of Arts and Sciences:

- Faculty advisors are assigned to students with 45 credit hours or more
- Students may seek advising advice from professional advisors in the ACPC, but are no longer assigned to an advisor in that office.

School of Education

- Professional advisors in the School of Education are assigned Secondary and Kinesiology majors with 45 credit hours or more
- Professional advisors in the School of Education maintain advising assignments for Elementary Education, Physical Education, and Special Education majors.

School of Business

- Professional advisors are assigned to students upon matriculation and remain with those students until graduation.

Division of Health Sciences

- Faculty advisors are assigned to on-campus students with 45 credit hours or more in Addiction Studies, Dental Hygiene, Social Work, and Medical Lab Science.
- Nursing and Addiction Studies have professional advisors responsible for all majors completing their degree online.
- Professional advisors are assigned to online and on-campus students with 45 credit hours or more in Health Sciences.
- Professional advisors are assigned to on-campus Nursing students, once they have been accepted into the program.

College of Fine Arts

- Faculty advisors are assigned to students upon matriculation and remain with those students until graduation.

Retention Advisors: In addition to academic advisors, some students at USD are additionally assigned to Retention Advisors. Retention Advisors are assigned to students who have identified themselves as Native American; students who are accepted to USD through academic appeals; or students who could benefit from an additional guidance, as determined by the director of the Academic and Career Planning Center.

Black Hills State University:

Organization of Academic Advising at Black Hills State University

Advising 2019

The Recruitment and Retention Specialists (R&Rs) are professional advisors embedded within each of our colleges. The R&Rs advise students with a variety of academic and career planning needs. They are assigned as advisors to undecided students, at-risk students, and those admitted conditionally. They manage the Exploratory Studies programs for students coming to BHSU without a declared major. The R&Rs also assist students in understanding general education core requirements, assist students with the development of study skills and time/stress management techniques as well as with career readiness. Dual-Credit students are assigned to the Dual-Credit R&R for advising. Advisement services are provided to all degree-seeking and dual-credit students regardless of how or where the program is delivered.

All students are assigned a primary faculty advisor as soon as they declare a major. Native American students are also advised through the Center for American Indian Studies. Athletes are provided advisement through the Recruitment and Retention Specialists, their faculty advisors, and the Athletic Department (the Compliance Director and the Faculty Athletic Representative). All students with fewer than 60 hours are required to meet with an advisor prior to enrollment each semester regardless of the mode of delivery. On-line programs, including Business Administration – Management, Master of Science in Strategic Leadership, Master of Science in Curriculum and Instruction, Master of Education in Reading, Master of Science in Secondary Education, and Master of Science in Sustainability have designated faculty advisors. Students at the Rapid City location are assigned program advisors (faculty) as well as having access to the R&Rs located in Rapid City.

Student Support Services (SSS) is a federally funded TRIO program that assists low income, first generation students and students with disabilities to succeed in post-secondary education. This program is funded to serve 200 students per year. Services provided by SSS include tutoring, counseling, advising, and other support needed to achieve satisfactory progress. Students with disabilities receive accommodations based on documentation of their disabilities.

In addition to the assignment of primary and secondary advisors, a number of advising tools are available to students and faculty. Faculty have access to advisor training through a program initiated by Academic Affairs, training in the use of Starfish Student Success System, program status sheets updated regularly by the Registrar's Office, and plans of study developed by program faculty.

Until this fall, WebAdvisor was available to students to register for classes, check grades and financial aid, and monitor bills. WebAdvisor also allowed faculty members to monitor advisee lists, assign grades, check class schedules and rosters, and assist advisees in registration. We assume that the new Banner Self-Service combined with DegreeWorks will function similarly for faculty and students.

Starfish Student Success System is an early-warning and student-tracking system that makes it possible for BHSU to take a more holistic approach to student success. The Starfish system allows faculty to raise "tracking items," such as missed assignments, low quiz and test scores, and poor attendance. These tracking items automatically notify the faculty advisors--as well as any other relevant faculty or staff member--of a student's potential problems. The system allows students to schedule appointments with their professors easily and advisors to follow their students' progress. In addition, instructors and advisors can use Starfish to send reminders and to commend students for positive performance.

Recommendations for BOR consideration:

System adoption of Education Advisory Board (EAB) student advising software tool may assist faculty with scheduling student appointments, reaching out to students, and equip all faculty, and all advisors to see student activity and standing regardless of their home institution. This would allow for more fluid communication to students. Use of the tool would equip online and on-campus students the ability to easily schedule appointments with their advisor.

Consider further research into the phenomenon of student drops due to homesickness. Specifically, consider how this issue can be better addressed at institutions to prevent students from dropping. Consider researching communication strategies to work with parents/guardians on how to support students through this in order to prevent student drops due to homesickness. One suggestion from advising leadership is to consider how to work with students through messaging and other communication to educate them on the challenges students face regarding homesickness, in order to prepare them to provide more support to their students while they are away from.

Consider further research on addressing the issue that students drop because they do not feel they fit into the campus culture. Explore further if this occurs at a high volume, and work with advisors and other key offices that have student contact (faculty and professional) to identify new mechanisms to ensure students feel a sense of community at their home campus.

Another suggestion from campus advising administration would be to provide Appreciative Education/customer service training to all offices with high level of student contact. Students should feel immediately welcomed when they walk into any office on campus. First-year students often make their decision to leave an institution in the few weeks of their first semester of college. If a student has subpar interactions with a couple of offices in their first week or two on campus, it may already be too late to retain that student.

Consider further research into affordability as a reason students drop. Many students choose to attend an out of state institution because of the cost, as mentioned by advisors.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – A
DATE: August 7-8, 2019

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 2019 provided at the links below. Dakota State University and South Dakota School of Mines and Technology recognize their summer graduates at May commencement.

- [Black Hills State University](#)
- [Northern State University](#)
- [South Dakota State University](#)
- [University of South Dakota](#)

IMPACT AND RECOMMENDATION
Board staff recommend approval.

ATTACHMENTS
None

DRAFT MOTION 20190807_4-A:
I move to approve the graduation lists for BHSU, NSU, SDSU, and USD contingent upon the students’ completion of all degree requirements.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – B (1)
DATE: August 7-8, 2019

SUBJECT

Agreements on Academic Cooperation – BHSU

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 programming for which credit shall be awarded.” To comply with this requirement, Black Hills State University seeks approval to enter into an agreement on academic cooperation with the following institutions:

- University of Ljubljana, Faculty of Social Sciences (UL-FDV) in Ljubljana, Slovenia
- Vytautas Magnus University (VMU) in Kaunas, Lithuania

IMPACT AND RECOMMENDATION

These agreements allow for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange, each institution agrees to accept and enroll exchange students as full-time, non-degree seeking students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in Sections 6 and 11 of the agreements. BHSU students attending the host institution pay tuition and fees to BHSU. Students will be responsible for paying for their own housing, meals, travel and any other incidental costs. Each agreement would be valid for a period of five years.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: BHSU & UL-FDV

Attachment II – Agreement on Academic Cooperation: BHSU & VMU

DRAFT MOTION 20190807_4-B(1):

I move to approve Black Hills State University’s agreements on academic cooperation with the University of Ljubljana, Slovenia, and Vytautas Magnus University, Lithuania.



**INTERNATIONAL MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY OF LJUBLJANA
FACULTY OF SOCIAL SCIENCES
LJUBLJANA, SLOVENIA
AND
BLACK HILLS STATE UNIVERSITY
SPEARFISH, SOUTH DAKOTA, USA**

The University of Ljubljana, Faculty of Social Sciences, Slovenia (hereafter referred to as "UL-FDV") and Black Hills State University (hereafter referred to as "BHSU") recognizing the educational and cultural exchanges which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1. Definitions

- i) For the purposes of this agreement, "home" institution shall mean the institution at which a student intends to graduate, and "host" institution shall mean the institution which has agreed to accept the student from the home institution.
- ii) Semester or academic year shall normally refer to the period relevant to the host institution.
- iii) For the purposes of this agreement, "Faculty" shall represent the appropriate academic entity at the respective institutions.
- iv) For the purposes of this agreement "Black Hills State University" or "BHSU" shall represent all BHSU campuses.

2. Purpose of the Agreement

- i) The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.
- ii) The purpose of exchanges between faculty, staff and students is to promote collaborative research, other educational developments and to further mutual understanding.
- iii) The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit which will be applied towards their degree at their home institution.

3. Responsibilities of Participating Institutions and Students

- i) Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.
- ii) Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in sections 4 and 11 of this document. BHSU students going to UL-FDV pay tuition and fees to BHSU.

- iii) Each exchange student will be provided with the same academic resources and support services available to all students at the host institution.
- iv) It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.
- v) It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's International Office. Exchange students will be responsible for paying fees associated with having additional transcripts sent from the host institution to the home institution.
- vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4. Balancing the Exchange & Study Abroad Opportunities

- i) It is the objective under this agreement that there will be parity in the number of students exchanged when tuition is not paid to the host institution.
- ii) Each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.
- iii) The period of study for a student exchange will be for one or two semesters at the longest, but the number is limited to one semester over parity in each semester for the duration of the agreement.
- iv) In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of UL-FDV students each year who are relieved of any payments of tuition and fees to BHSU is limited to one over parity. All other UL-FDV students are welcome to study at BHSU, but will be required to pay full out-of-state tuition and fees. The selection of which students pay and which do not will be determined by UL-FDV.

5. Selection and Enrollment of Students

It is expected students are selected by academic merit and suitability to participate in an exchange program and are currently in good standing with their home university. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

- i) are enrolled at their home and host institution for the full period of the exchange;
- ii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;
- iii) have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program (if they meet required qualifications);
- iv) are proficient in the language of instruction at the host university. If students do not meet the language proficiency or would like to enroll in our Academic English Preparation Program, details are available in section 11.

- v) Each home institution will send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester but will try to adhere to the application deadlines provided by the host university. The host institution reserves the right of final approval on the admission of a student.

6. Financial Responsibilities of Institutions

- i) Participating students from BHSU will pay appropriate tuition and fees at BHSU as per the published tuition and fee schedule. Participating students of BHSU are relieved of any payments of tuition and fees to UL-FDV except as cited in the following paragraphs. In addition, participants of UL-FDV will pay tuition and fees at UL-FDV, if so required. Participating students of UL-FDV are relieved of any payments of tuition and fees to BHSU except as cited in the following paragraphs.
- ii) Students attending BHSU on exchange agreements will pay all applicable special discipline fees, salary enhancement fees, incidental fees, and the International Student Fee. Students who enroll in a self-support course will pay all self-support tuition and delivery fees associated with the course.
- iii) Students attending UL-FDV on exchange agreements will pay the student semester fee/general activities/social fees required by UL-FDV.
- iv) All living expenses shall be borne by the students of both institutions unless otherwise arranged.
- v) The host institution will provide the appropriate orientation program(s) to the students. Excursions offered throughout the summer programs and the semester(s) will be charged in full or in part to the student.

7. Financial Responsibilities of Exchange Students

- i) Exchange students will be financially responsible for:
- travel to and from the host institution
 - books, stationery, etc.
 - travel documentation, visas, etc.
 - accommodation and living expenses (unless otherwise arranged)
 - personal travel within the host country
 - nominal fee for additional official transcripts and/or Statement of Results
 - health coverage relevant to the exchange institution and country
 - The South Dakota Board of Regents and the United States Department of State mandates J visa holders be in possession of sufficient medical insurance for the duration of the stay in the US. Under this federal regulation, students attending BHSU will be required to purchase insurance offered by the Board of Regents.
 - Students coming to the UL-FDV shall arrange the medical insurance coverage on their own. Visa holders shall be in possession of sufficient medical insurance for the duration of the stay in Slovenia.
- ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

8. Accommodation

- i) The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including damage deposit. UL-FDV cannot guarantee housing on campus.
- ii) Short term programs may be structured differently.

9. Exchange Student Families

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student.

10. Modification of Student Program

If in the course of a student's studies, the student is unable to meet the academic requirements of the program or behaves in a detrimental way, the host university reserves the right to modify the student's program. Any expense incurred by the student in regard to program modifications and/or dismissal shall be paid by the student.

11. Academic English Preparation Program & Certification

Students who do not meet the minimum language requirements for Exchange, Study Abroad or Dual Certification or are interested in pursuing intensive language study, can enroll in the Academic English Preparation Program (AEPP). Enrollees pay all relevant fees as stated above in addition to the specific AEPP course charge. This program includes 18+ hours per week in 1 semester. Students who finish the program receive a *Certificate of Completion* and a copy of this certificate is sent to the student's home institution. The Certificate is regarded as qualified proof of English proficiency for students to apply for Bachelor level and Master level programs at BHSU. This program is exempt from the Exchange Student payment arrangement unless otherwise arranged.

12. Faculty and Staff Collaborations

BHSU and UL-FDV agree to facilitate programs related to research and involve any discipline to the extent that individuals involved are able to identify suitable collaborative counterparts at the other institution

13. Faculty and Staff Exchanges

The two institutions agree in principle to the possibility of exchanges by faculty and general staff. 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. This exchange includes but is not limited to the exchange of employees, scholarly information, academic publications, etc.

14. Exchange Program Review

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

15. Period of Agreement

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years, and renewable every five years thereafter. The Agreement may be terminated by either party provided six months written notice is given to the other party.

16. Notices

- i) Any notice or other communication under this Agreement shall be given in writing and delivered by hand, mail or electronically.
- ii) The principles at each university agree specific details of cooperation necessary to implement this agreement must be negotiated with each other.
- iii) The address for any such notice is as follows:

University of Ljubljana

Name: Maša Kolenbrand, MSc
 Position Title: Head of Office for International
 Cooperation

Black Hills State University

Name: Dr. Chris Crawford
 Position Title: Provost and Vice President for
 Academic Affairs

17. Signatures

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of
University of Ljubljana
Faculty of Social Sciences
 by

Signed on behalf of
Black Hills State University
 by

Prof. Dr. Monika Kalin Golob
Dean of the Faculty of Social Sciences, University of
Ljubljana

Date: _____

Date: _____



Memorandum of Understanding Memorandum of Agreement for Academic Cooperation Between

Vytautas Magnus University, Kaunas, Lithuania
Black Hills State University, Spearfish, South Dakota, U.S.A.

Vytautas Magnus University, Kaunas, Lithuania (hereafter referred to as "VMU") and Black Hills State University (hereafter referred to as "BHSU") recognizing the educational and cultural exchanges, which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1. Definitions

- i) For the purposes of this agreement, "home" institution shall mean the institution at which a student intends to graduate, and "host" institution shall mean the institution which has agreed to accept the student from the home institution.
- ii) Semester or academic year shall normally refer to the period relevant to the host institution.
- iii) For the purposes of this agreement, "Faculty" shall represent the appropriate academic entity at the respective institutions.
- iv) For the purposes of this agreement "Black Hills State University" or "BHSU" shall represent all BHSU campuses.

2. Purpose of the Agreement

- i) The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.
- ii) The purpose of exchanges between faculty, staff and students is to promote collaborative research, other educational developments and to further mutual understanding.
- iii) The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit, which will be applied towards their degree at their home institution.

3. Responsibilities of Participating Institutions and Students

- i) Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.
- ii) Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in sections 4 and 11 of this document. BHSU students attending the host institution pay tuition and fees to BHSU.
- iii) Each exchange student will be provided with the same academic resources and support services available to all students at the host institution.

- iv) It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.
- v) It is the responsibility of each exchange student to ensure that they obtain a copy of their official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's International Office. Exchange students will be responsible for paying fees associated with having additional transcripts sent from the host institution to the home institution.
- vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4. Balancing the Exchange & Study Abroad Opportunities

- i) It is the objective under this agreement that there will be parity in the number of students exchanged when tuition is not paid to the host institution.
- ii) Each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.
- iii) The period of study for a student exchange will be for one or two semesters at the longest, but the number is limited to one semester over parity in each semester for the duration of the agreement.
- iv) In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of students from VMU each year who are relieved of any payments of tuition and fees to BHSU is limited to one over parity. All other VMU students are welcome to study at BHSU, but will be required to pay full out-of-state tuition and fees. The selection of which students pay and which do not will be determined by VMU.

5. Selection and Enrollment of Students

It is expected students are selected by academic merit and suitability to participate in an exchange program and are currently in good standing with their home university. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

- i) are enrolled at their home and host institution for the full period of the exchange;
- ii) have an enrollment proposal, approved by their home faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International office of subject availability, including enrollment limitations and conditions;
- iii) have obtained agreement from their home faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program (if they meet required qualifications);
- iv) are proficient in the language of instruction at the host university. If students do not meet the language proficiency or would like to enroll in BHSU's Academic English Preparation Program, details are available in section 11.
- v) Each home institution will send completed applications for their students to the international office at the host institution at least twelve (12) weeks before the beginning of the entry semester and will try to adhere to the application deadlines provided by the host university. The host institution reserves the right of final approval on the admission of a student.

6. Financial Responsibilities of Institutions

- i) Participating students from BHSU will pay appropriate tuition and fees at BHSU as per the published tuition and fee schedule. Participating students of BHSU are relieved of any payments of tuition and fees to the host institution except as cited in the following paragraphs. In addition, students from VMU will pay tuition and fees at VMU, if so required. Participating students of VMU are relieved of any payments of tuition and fees to BHSU except as cited in the following paragraphs.
- ii) Students attending BHSU on exchange agreements will pay all applicable special discipline fees, salary enhancement fees, incidental fees, and the International Student Fee. Students who enroll in a self-support course will pay all self-support tuition and delivery fees associated with the course.
- iii) Students attending VMU on exchange agreements will pay the student semester fee/general activities/social fees required by VMU.
- iv) All living expenses shall be borne by the students of both institutions unless otherwise arranged.
- v) The host institution will provide the appropriate orientation program(s) to the students. Excursions offered throughout the summer programs and the semester(s) will be charged in full or in part to the student.

7. Financial Responsibilities of Exchange Students

- i) Exchange students will be financially responsible for:
 - travel to and from the host institution
 - books, stationery, etc.
 - travel documentation, visas, etc.
 - accommodation and living expenses (unless otherwise arranged)
 - personal travel within the host country
 - nominal fee for additional official transcripts and/or Statement of Results
 - health coverage relevant to the exchange institution and country
 - The South Dakota Board of Regents and the United States Department of State mandates J visa holders be in possession of sufficient medical insurance for the duration of the stay in the US. Under this federal regulation, students attending BHSU will be required to purchase insurance offered by the Board of Regents.
 - Health Insurance is one of the obligatory requirements for all international students at VMU that shall be organized before students' arrival. There are two types of Health Insurance recognized in Lithuanian health care institutions: European Health Insurance Card and Private health insurance. The insurance shall be valid throughout the entire period of the study period and cover any expenses which might arise in connection with repatriation for medical reasons, urgency medical attention, emergency hospital treatment or death during the stay. The minimum coverage of the private insurance shall be 30.000 EUR.
- ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

8. Accommodation

- i) The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including damage deposit. The host institution cannot guarantee housing on campus, however living on campus is endorsed and encouraged and every effort will be made to secure appropriate on-campus housing.
- ii) Short term programs may be structured differently.

9. Exchange Student Families

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student.

10. Modification of Student Program

If in the course of a student's studies, the student is unable to meet the academic requirements of the program or behaves in a detrimental way, the host university reserves the right to modify the student's program. Any expense incurred by the student in regard to program modifications and/or dismissal shall be paid by the student.

11. Academic English Preparation Program & Certification

Students who do not meet the minimum language requirements for Exchange, Study Abroad or Dual Certification or who are interested in pursuing intensive language study, can enroll in the Academic English Preparation Program (AEPP) at BHSU. Enrollees pay all relevant fees as stated above in addition to the specific AEPP course charge. This program includes 18+ hours per week in 1 semester. Students who finish the program receive a *Certificate of Completion* and a copy of this certificate is sent to the student's home institution. The Certificate is regarded as qualified proof of English proficiency for students to apply for Bachelor level and Master level programs at BHSU. This program is exempt from the Exchange Student payment arrangement unless otherwise arranged.

12. Faculty and Staff Collaborations

Both institutions agree to facilitate programs related to research and involve any discipline to the extent that individuals involved are able to identify suitable collaborative counterparts at the other institution

13. Faculty and Staff Exchanges

Both institutions agree in principle to the possibility of exchanges by faculty and general staff. 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. This exchange includes but is not limited to the exchange of employees, scholarly information, academic publications, etc.

14. Exchange Program Review

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

15. Period of Agreement

This agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years. The agreement is renewable every five years thereafter. The agreement may be terminated by either party provided six months written notice is given to the other party.

16. Notices

- i) Any notice or other communication under this Agreement shall be given in writing and delivered by hand, mail or electronically.
- ii) The principles at each university agree specific details of cooperation necessary to implement this agreement must be negotiated with each other.
- iii) The address for any such notice is as follows:

INSTITUTION NAME**Black Hills State University**

Name: Ilona Kazlauskaitė

Name: Dr. Chris Crawford

Position: Head of the International Cooperation
DepartmentPosition Title: Provost and Vice President for
Academic Affairs**17. Signatures**

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of**Signed on behalf of****Vytautas Magnus University****Black Hills State University****by****by**_____
Prof. Juozas Augutis**Rector****Date:** _____**Date:** _____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – B (2)
DATE: August 7-8, 2019

SUBJECT

Agreements on Academic Cooperation – SDSMT

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 Universidad Peruana de Clencias Aplicadas S.A.C., Lima, Peru (UPC).

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 our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange, each institution agrees to accept and enroll exchange students on a non-degree basis. Exchange students will pay tuition and fees at their home campus (with exceptions to this noted in Section 6 of the agreement). Students will be responsible for paying for their own housing, meals, travel and any other incidental costs. This agreement would be valid for a period of five years.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: SDSMT & Universidad Peruana de Clencias Aplicadas S.A.C., Lima, Peru

DRAFT MOTION 20190807_4-B(2)

I move to approve the agreement on academic cooperation between the South Dakota School of Mines and Technology and Universidad Peruana de Clencias Aplicadas S.A.C., Lima, Peru.

**EXCHANGE AGREEMENT
BETWEEN
UNIVERSIDAD PERUANA DE CIENCIAS APLICADAS, LIMA, PERU
AND
SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
RAPID CITY, SOUTH DAKOTA, USA**

Universidad Peruana de Ciencias Aplicadas S.A.C., Lima, Peru (hereafter referred to as "UPC") and South Dakota School of Mines and Technology (SDSM&T) recognizing the educational and cultural exchanges which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1. Definitions

- i) For the purposes of this agreement "home" institution shall mean the institution at which a student intends to graduate, and "host" institution shall mean the institution which has agreed to accept the student from the home institution.
- ii) Semester or academic year shall normally refer to the period relevant to the host institution.
- iii) "Faculty" shall represent the appropriate academic entity at the respective institutions.

2. Purpose of the Agreement

- i) The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.
- ii) The purpose of exchanges between Faculty members is to promote collaborative research, other educational developments and to further mutual understanding.
- iii) The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit which will be applied towards their degree at their home institution.

3. Responsibilities of Participating Institutions and Students

- i) Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.
- ii) Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in item number 6 of this document. SDSM&T students going to UPC pay tuition and fees to SDSM&T. UPC students going to SDSM&T pay tuition and fees to UPC.
- iii) Each exchange student will be provided with the same academic resources and support services that are available to all students at the host institution.
- iv) It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.
- v) It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's International Office. Exchange students will be responsible for paying any fees associated with having a transcript sent from the host institution to the home institution.



PAMELA ESPINOZA
Asesor Legal

0010001281

- vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4. Balancing the Exchange

- i) It is the objective under this agreement that there will be parity in the number of students exchanged. For the purpose of computing this parity, the exchanges will be weighed as follows:
- ii) One short-term, credit-bearing program (less than 4 weeks) = 0.25 units; one summer session (4 - 11 weeks) = 0.5 units; one summer term (12 weeks) = 1.0 unit; one semester = 1.0 unit; one academic year = 2 units. However, each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.
- iii) The period of study for an exchange will be for one or two semesters the longest, but the number is limited to one semester over parity in each semester for the duration of the agreement.
- iv) In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of UPC students each year who are relieved of any payments of tuition and fees to SDSM&T is limited to one over parity. All other UPC students are welcome to study at SDSM&T, but will be required to pay full out-of-state tuition and fees. The selection of which students pay and which do not will be determined by UPC.

5. Selection and Enrollment of Students

It is expected that only highly motivated students of above-average academic quality will be selected to participate in an exchange program. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

- i) have completed at least one year of study at their home institution (University-specific programs, such as research, may have additional requirements);
- ii) are enrolled at their home and host institution for the full period of the exchange;
- iii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;
- iv) have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program;
- v) are proficient in the language of instruction at the host university. For UPC students, SDSM&T will accept in lieu of the TOEFL or IELTS examination a favorable recommendation from a professor who is qualified to determine the student's English proficiency.

Each home institution will endeavor to send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester. This may be somewhat flexible, depending on estimated student visa processing times. The host institution reserves the right of final approval on the admission of a student.

PAMELA ESPINOZA
Asesor Legal

6. Financial Responsibilities of Institutions

- i) Participating students from SDSM&T will pay appropriate tuition and fees at SDSM&T as per the published tuition and fee schedule. Participating students of SDSM&T are relieved of any payments of

0010001281

tuition and fees to UPC except as cited in the following paragraphs. In addition, participants of UPC will pay tuition and fees at UPC, if so required. Participating students of UPC are relieved of any payments of tuition and fees to SDSM&T except as cited in the following paragraphs.

- ii) Students attending SDSM&T in reciprocal exchange agreements will pay all applicable incidental charges, the international student fee, appropriate room and board fees, and possibly the TabletPC lease fee. (Some courses require use of the TabletPC.) They will not be charged the system mandatory fees or discipline fees, provided the exchange is in balance and the outgoing student receives a similar waiver of academic fees. Students who enroll in an off-campus course will pay all off-campus tuition and program delivery fees associated with the course.
- iii) Students attending UPC on exchange agreements will pay the student semester fee/general activities/social fees required (if any) by UPC.
- iv) All living expenses shall be borne by the students of both institutions.
- v) The host institution will provide the appropriate orientation program(s) to the students at no additional cost. Excursions offered throughout the summer programs and the semester will be charged in full or in part to the student.

7. Financial Responsibilities of Exchange Students

- i) Exchange students will be financially responsible for:
 - travel to and from the host institution
 - books, stationery, etc.
 - travel documentation, visas, etc.
 - accommodation and living expenses
 - personal travel within the host country
 - nominal fee for official transcripts and/or Statement of Results
 - health coverage relevant to the exchange institution and country
 - SDSM&T has student insurance that is mandated through our governing Board of Regents, so students coming to SDSM&T must plan to purchase this insurance.
 - UPC has student insurance that is mandated through the Federal Government, so students coming to UPC must plan to purchase this insurance.
- ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

8. Accommodation

- i) The host institution promotes assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including utility accounts and rental deposit. The host institution cannot guarantee housing on campus.
- ii) Accommodations for short term programs will be determined on an individual basis.

9. Exchange Student Families

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student. (Please note that SDSM&T and UPC does not have accommodations on campus for married students with families.)


PAMELA ESPINOZA
 Asesor Legal

0010001281

10. Faculty and Staff Exchanges

The two institutions agree in principle to the possibility of exchanges by Faculty and general staff (Administrative and Technical). 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.

11. Exchange Program Review

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research. Any modification of this agreement will imply the signing of an addendum by the legal representatives of both institutions.

12. Period of Agreement

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five (5) years, and it may be renewed by written agreement between the parties.. The Agreement may be terminated by either party provided six months written notice is given to the other party. The resolution does not affect the activities in the process and the students who are in the process of exchange.

13. Notices

- i) Any notice or other communication under this Agreement shall be given in writing and delivered by hand, sent by pre-paid post or facsimiled transmission.
- ii) The address for any such notices is as follows:

Universidad Peruana de Ciencias Aplicadas

Name: Laurie Loli Letelier
 Position Title: Mobility Coordinator
 Address: Prolongación Primavera 2390- Urb. Monterrico,
 Santiago de Surco

Telephone: +51 3133333 Anexo 7189
 Facsimile: +
 e-mail: laurie.loli@upc.pe

South Dakota School of Mines and Technology

Name: Ms. Susan Aadland
 Position Title: Director, Ivanhoe International
 Center

Address: 501 East Saint Joseph Street
 Rapid City, SD 57701-3995
 USA
 Telephone: +1-605-394-6884
 Facsimile: +1-605-394-6883
 e-mail: international@sdsmt.edu


PAMELA ESPINOZA
 Asesor Legal


 PAMELA ESPINOZA
 Asesor Legal

0010001281

14. Signatures

The person who signs this document does so, under an affidavit, in the sense that it has sufficient powers and authorizations on the part of SDSM&T to bind that entity with its sole signature in this contract or agreement. If this statement is not true, the signatory will respond personally and jointly with the Institution in favor to UPC for any damage, as well as be liable to civil and criminal penalties applicable in accordance with the Law that governs this document.

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of
Universidad Peruana de Ciencias Aplicadas S.A.C.
 by



Edward Roekaert Embrechts
 Rector

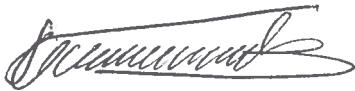
Date: _____

Signed on behalf of
South Dakota School of Mines and Technology
 by

James M. Rankin
 President

Date: _____

Signed on behalf of
Universidad Peruana de Ciencias Aplicadas S.A.C.
 by



Sergio Gustavo Guerrero Vásquez
 Vicerrector de Planeamiento y Desarrollo
 Date: _____




PAMELA ESPINOZA
 Asesor Legal

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C
DATE: August 7-8, 2019

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 Associate of Applied Sciences degree in Environmental Technology at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science degree in Sustainability at USD.
- Students who have completed coursework in the Associate of Science degree in Biology Emphasis at Western Iowa Tech Community College (WITCC) can apply credit toward the Bachelor of Science degree in Biology at USD.

Board staff recommends approval.

ATTACHMENTS

- Attachment I – USD Articulation Agreement with LATI
- Attachment II – USD Articulation Agreement with WITCC

DRAFT MOTION 20190807_4-C:

I move to approve the University of South Dakota’s articulation agreements with Lake Area Technical Institute, and Western Iowa Tech Community College, as presented.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)
and
LAKE AREA TECHNICAL INSTITUTE (LATI)

Agreement with Respect to Applying the
ENVIRONMENTAL TECHNOLOGY
Associate of Applied Sciences Degree Program at LATI
Towards the
SUSTAINABILITY
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 Human Services Technician an opportunity to earn a Bachelor of Science degree with a major in Sustainability.

III. Academic Program

Graduation Requirements for the BS in Sustainability at USD

Sustainability Major Requirements:	30
General Education Credits:	20 ¹
Block transfer credits from LATI Environmental Technology:	46
Minor	18 ²
Electives:	6
Total credits required:	120

¹ Some general education requirements are included in the Sustainability major requirements.

² Some of general education courses may count toward a minor.

- A. Requirements to be completed at USD for the Sustainability major are reflected in the catalog website: <http://catalog.usd.edu>.
- B. The general education coursework to meet Regental System General Education Requirements must also be completed as outlined below. This coursework may be taken at LATI if equivalent courses are available. Required general education coursework required for the AAS in Environmental Technology are identified in the chart below. Additional general education coursework will 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 Environmental Technology program a total of 65 credit hours may transfer.

General Education Course Requirements

General Education Requirements			LATI Coursework (Must meet Regental System requirements)	
Written Communication and Literacy Skills	ENGL 101 Composition	3	ENGL 101 Composition	3
Oral Communication	SPCM 101 Fundamentals of Speech	3	SPCM 101 Fundamentals of Speech	3
Social Sciences	ECON 201 Principles of Economics SUST 111 Sustainable Society	6	ECON 201 Principles of Economics	3
Humanities and Fine Arts	ENGL 210 Introduction to Literature	3	ENGL 210 Introduction to Literature	3
Mathematics	MATH 102 College Algebra or higher	3	Math 102 College Algebra	3
Natural Sciences	CHEM 106 Chemistry Survey SUST 113 and 113L Sustainable Environment	4 4	CHEM 106 Chemistry Survey	4
Total General Education Credit Hours		32		19**

** Additional general education credits to meet the SGR may be transferred if they meet Regental System General Education transfer requirements up to a total of 90 credit hours.

IV. Additional requirements

- Upon successful completion of the requirements of the AAS in Environmental Technology, students may transfer to USD to complete the BS in Sustainability with either the Environmental Science specialization or the Human and Natural Systems specialization.

At that time, USD will accept a block of 46 technical course credits from the AAS degree in Environmental Technology. Students must successfully complete the AAS degree in Environmental Technology from LATI prior to transferring to USD for the technical course credits to be accepted.

- Transferrable general education coursework in addition to the 46 technical course block credits will be accepted. ECON 201 and CHEM 106 from LATI can fulfill both general education requirements and Sustainability major requirements.
- Students with an Environmental Technology degree will need to complete 9 credits of coursework within the selected specialization rather than the usual 15 credits. Students will need to complete at least one course from each course group within the selected specialization.
- The Environmental Technology degree will satisfy the internship/field experience/undergraduate research (SUST 494/496/498) requirement for the Sustainability major (1 credit).
- Students must complete the remaining requirements for the Sustainability major, the foundational requirements for the selected specialization of the Sustainability major, if needed, an approved minor, any other general education requirements, and any free elective requirements to meet the required 120 credit hour total for graduation.
- Students must meet all SD Board of Regents policies and university graduation requirements in order to receive a degree.
- Students transferring coursework from LATI must have a cumulative GPA of 2.0 on a 4.0 scale.

V. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VI. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Lake Area Technical Institute.

VII. 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.

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 graduated from LATI in 2017 or later.

For University of South Dakota:

_____ Date: _____
Michael Kruger
Dean, College of Arts & Sciences
University of South Dakota

_____ Date: _____
Sheila K. Gestring
President, University of South Dakota

For Lake Area Technical Institute:

_____ Date: _____
Diane Stiles
Vice President, Lake Area Technical Institute

_____ Date: _____
Michael Cartney
President, Lake Area Technical Institute

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)
and
WESTERN IOWA TECH COMMUNITY COLLEGE (WITCC)

Agreement with Respect to Applying the
BIOLOGY EMPHASIS
Associate of Science Degree Program at WITCC
Towards the
BIOLOGY
Bachelor of Science Degree Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Western Iowa Tech Community College (WITCC).

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 WITCC students who have completed the AS degree in Biology an opportunity to earn a Bachelor of Science degree with a major in Biology.

III. Academic Program

Graduation Requirements for the BS in Biology at USD

Total credits required:	120
Biology Major Requirements:	50-62
General Education Credits:	30
Minor and General Electives	28-40
WITCC Transfer Credit Hours	66 ¹

¹ WITCC transfer credits will fulfill some Biology major requirements, some General Education requirements, and may fulfill other university elective credits.

A. Requirements to be completed at USD for the Biology major are reflected in the catalog website:

http://catalog.usd.edu/preview_program.php?catoid=25&poid=3957

B. The general education coursework to meet Regental System General Education Requirements must also be completed as outlined below. This coursework may be taken at WITCC if equivalent courses are available. General education coursework required for the AS in Biology is identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met. If all credits indicated below are completed at WITCC while successfully completing the Biology program a total of 66 credit hours may transfer. If students have additional equivalent coursework that meets General Education or Arts & Sciences B.S. requirements, a total of 90 transfer credits may be allowed.

General Education Course Requirements

System General Education Requirements			WITCC Coursework (Must meet SD Regental System requirements)	
SGR #1 Written Communication	ENGL 101 Composition ENGL 201 Composition II	6	ENG 105 Composition I ENG 106 Composition II	6
SGR #2 Oral Communication	SPCM 101 Fundamentals of Speech	3	SPC 112 Public Speaking	3
SGR #3 Social Science (3 credits required)				
SGR #4 Humanities and Fine Arts (6 credits required)	ARTH 100 Art Appreciation	3	ART 101 Art Appreciation	3
SGR #5 Mathematics	MATH 114 College Algebra, MATH 115 Precalculus, or MATH 121 Survey of Calculus	3-5	MAT 121 College Algebra, MAT 129 Precalculus, or MAT 201 Applied Calculus	4-5
SGR #6 Natural Science	BIOL 151/L General Biology I with lab BIOL 153/L General Biology II with lab	8	BIO 116 General Biology I plus Lab BIOL 117 General Biology II plus Lab	8
Total General Education Credit Hours		23- 25		24- 25
Additional Arts & Sciences Requirements				
Literature	ENGL 210 Introduction to Literature	3	LIT 101 Introduction to Literature	3
Additional Social Sciences/Humanities (6 credits required)	GEN 200T	3	CLS 212 Diversity	3
Additional Natural Science courses	CHEM 112/L General Chemistry I plus Lab CHM 114/L General Chemistry II plus lab	8	CHM 166 General Chemistry I plus Lab CHM 176 General Chemistry II plus lab	10
Total Additional Arts & Sciences Credit Hours		14		16

** Additional general education credits to meet the SGR may be transferred if they meet Regental System General Education transfer requirements up to a total of 90 credit hours.

IV. Forward Articulation (completing the AS in Biology at WITCC and transferring to USD to complete the Bachelor of Science in Biology)

- A. Upon successful completion of the requirements of the AS in Biology Emphasis, students may transfer to USD to complete the BS in Biology. If all credits indicated below are completed at WITCC while successfully completing the Biology program a total of 66 credit hours may transfer. If students have additional equivalent coursework that meets General Education or Arts & Sciences B.S. requirements, a total of 90 transfer credits may be allowed.
- B. Students who complete Genetics and Ecology plus Ecology Lab at WITCC may transfer those courses to USD as part of the Biology BS requirements.
- C. Students will complete the remaining requirements for the Biology major and any other general education or free elective requirements that remain unsatisfied.
- D. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

V. Additional requirements

Students transferring coursework from WITCC 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 Western Iowa Tech Community College.

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:

This agreement updated in 2019 is in effect upon signature of all parties.

X. Signatures

UNIVERSITY OF SOUTH DAKOTA

Michael Kruger
Dean, College of Arts & Sciences
University of South Dakota

Date

Sheila K. Gestring
President
University of South Dakota

Date

WESTERN IOWA TECH COMMUNITY COLLEGE

Darin Moeller
Executive Dean of Instruction
Western Iowa Tech Community College

Date

Terry A. Murrell
President
Western Iowa Tech Community College

Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D
DATE: August 7-8, 2019

SUBJECT

New Site: USD B.A., B.S., and Minor in Sociology

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer the B.A., B.S., and Minor in Sociology online, as well as at the Community College for Sioux Falls (CCSF). The expanded accessibility and convenience offered through online and CCSF delivery will provide greater flexibility for students in all locations to complete a degree program with broad applicability to local and regional workforce needs. USD also notes the addition of the baccalaureate programs and the minor will be of particular benefit to students currently completing other majors only or at CCSF.

IMPACT AND RECOMMENDATION

SDSU currently offers an online major and minor in Sociology. DSU also offers a Sociology minor online. USD does not request any new resources. USD anticipates graduating an additional fourteen (14) students per year for both the baccalaureate degrees and the minor after full implementation of the online program.

Board office staff recommends approval to offer the program online and at the Community College for Sioux Falls.

ATTACHMENTS

Attachment I – New Site Request Form: USD (B.A., B.S., and Minor in Sociology – Online & CCSF)

DRAFT MOTION 20190807_4-D:

I move to approve USD’s new site proposal to offer the B.A., B.S., and Minor in Sociology through online delivery and at the Community College for Sioux Falls.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Site Request

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	B.A. and B.S. in Sociology and Minor in Sociology
NEW SITE(S):¹	Online; Sioux Falls
INTENDED DATE OF IMPLEMENTATION:	Fall 2019
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	Anthropology and Sociology
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.

 President of the University

 Date

1. What is the need for offering the program at the new physical site or through distance delivery?

The Department of Anthropology and Sociology seeks approval to offer the Sociology major and minor online and at the Community College for Sioux Falls (CCSF). The university does not request new resources to support online delivery, and has already committed to hiring the full-time lecturer in Sociology previously employed by SDSU at CCSF. The primary teaching duties for this faculty member will continue to be larger, general education courses, along with a limited number of required and upper-division offerings. The expanded accessibility and convenience offered through online and site-based delivery will provide greater flexibility for students in all locations to complete a degree program with broad applicability to local and regional workforce needs.

For several years, USD has offered a substantial number of Sociology courses online without seeking approval for a degree program or minor. The addition of an online minor in Sociology will be of particular benefit to students currently completing a major in Criminal Justice online or at CCSF. These students are required to complete a minor, and USD is currently authorized for only a small number of minors online or at CCSF. The Sociology minor has strong applicability to the Criminal Justice major, but is also of value for other online and CCSF programs, including Health Sciences, Business Administration, Addiction Studies, and Nursing.

Enrollment trends in online Sociology indicate growing demand for this delivery method, including current students who choose to complete the major or minor online. The total number of credit hours taken online in 2018-19 (1620) compared to 2014-15 (1266) indicates a five-year increase of 28%. The growth in online enrollment in upper-division SOC courses has occurred without any approved program in place. Students are currently able to complete the minor requirements, and several students have done so in recent years. In fact, more than 15 students

¹ If the request is for a new physical location, include an address for the location. Delivery methods are defined in [AAC Guideline 5.5](#).

whose location is designation as “Worldwide” in Colleague have graduated with a major or minor in Sociology since spring 2017. The approval of this request would not only allow USD to acknowledge a program already being completed by students, but would facilitate the effective marketing of a program that clearly has some demand among students. A more focused and coordinated rotation across all locations would also allow students to complete the major and minor with a more efficient use of current faculty resources.

A substantial number of 400-level SOC courses have been offered online in the past several years, and more judicious scheduling of fewer electives in conjunction with the addition of four required courses, along with a coordination of online and on-campus scheduling, will facilitate a more timely and consistent program of study for all Sociology students. With the addition of only four more required courses (SOC 211 Social Science Writing; SOC 281 Socio Cultural Theory, SOC 309 Statistical Research Methods, and SOC 410 Methods of Social Research) into the existing rotation in place of some elective courses currently offered, students will be able to complete the major entirely online.

Likewise, the rotation of upper-division courses previously employed by SDSU at CCSF demonstrates the viability of this program at that location, and the substitution of USD’s curriculum at that location, along with the flexibility offered by the rotation of these courses online, will ensure the continued availability of this major at CCSF.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

Yes, SDSU currently offers an online major and minor in Sociology, through their Department of Sociology and Rural Studies. Their major requirements are entirely distinct from USD’s major, and their program includes a substantial focus on Human Resources, Human Services (which are offered as specializations), and Criminal Justice (which is a minor administered by Sociology and Rural Studies). These areas of focus are represented at USD by the School of Business, Social Work, and Criminal Justice Studies, rather than Sociology. Based on their specializations and student profile, their program offers a very different degree experience and focus than the current Sociology major at USD, which does currently include specializations, but which includes a curricular focus on sociological theory, research applications, and collaborative programs such as the Multicultural Studies Minor and the Certificate in Health and Culture. DSU offers the Sociology Minor online, but this program differs from USD’s program in its inclusion of several courses not offered at USD and in its focus on secondary education.

In addition to the curricular differences between USD’s major and minor and those offered by DSU and SDSU, the addition of an online major and minor will serve USD’s online student population by providing a minor for students in the College of Arts and Sciences, since both the B.A. and B.S. degree require a minor, and by providing a flexible program with multiple career paths for students seeking to complete an undergraduate degree online. The Sociology major is also easily completed as a second major, and complements existing online degree programs in Criminal Justice, Business Administration, Health Sciences, and Social Work.

At CCSF, SDSU has administered the Sociology major and minor for some time, and the approved MOU for that location gives USD primary authority to delivery these courses. There are currently more than 20 Sociology majors at CCSF, and USD’s program will continue to serve this population of students, as well as a substantial number of students completing the A.A. General Studies degree.

3. 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*).

Students enrolling in the major are expected to be both new to the university (including a portion of those students currently enrolled in SDSUs program at CCSF), and, to a lesser degree, redirected from existing programs or completing the A.A. General Studies.

Sociology Major (online and CCSF combined)

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 20	FY 21	FY 22	FY 23
Students new to the university	8	10	12	15
Students from other university programs	2	5	5	5
=Total students in the program at the site	10	15	25	30
Program credit hours (major courses)**	120	180	300	360
Graduates	2	5	10	12

Sociology Minor (online and CCSF combined)

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 20	FY 21	FY 22	FY 23
Students new to the university	10	10	10	10
Students from other university programs	2	2	2	2
=Total students in the program at the site	10	20	25	35
Program credit hours (minor courses)**	60	120	150	210
Graduates	2	5	10	12

*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.

Projections are based on trends in enrollment in online Sociology courses, number of current Sociology majors at CCSF (approx.. 22), and current online students (4) who are pursuing majors and minors in Sociology despite the absence of a approved program. Moreover, there are currently more than 40 Arts & Sciences majors pursuing the B.A. or B.S. at CCSF. All of these students will need an approved minor for degree completion.

4. **What is the perceived impact of this request on existing programs in the Regental system?**
We anticipate limited impact on the online major or minor at SDSU or the minor at DSU, given the differences in focus between these programs. The changes at University Center necessitate the transfer of instructional responsibilities to USD.
5. **Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.**

Sociology, B.A.	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	30 (-3)				
Bachelor of Arts Requirements	33-35				
<i>Subtotal, Degree Requirements</i>	60-65	60-65		60-65	
Required Support Courses					
Major Requirements	21	21		21	
Major Electives	9	9		9	
<i>Subtotal, Requirements of the Proposed Major</i>	30				
Free Electives	28-30				
<i>Total, Degree with Proposed Major</i>	120				

Sociology, B.S.	Credit hours	Credit hours currently available from this university at this site†	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	30 (-3)				
Bachelor of Science Requirements	32-39				
<i>Subtotal, Degree Requirements</i>	59-66	59-66		59-66	
Required Support Courses					
Major Requirements	21	21		21	
Major Electives or Minor	9	9		9	
<i>Subtotal, Requirements of the Proposed Major</i>	30				
Free Electives	24-31				
<i>Total, Degree with Proposed Major</i>	120				

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

† Includes course modifications that accompany this program request.

The following curriculum is subject to approval of a pending minor program modification:

Sociology (B.A., B.S.)

30 Major Hours, 120 Degree Hours

Students in this major must also complete requirements for a degree in the College of Arts & Sciences.

Departmental Requirement (30 hours)

SOC 100 - Introduction to Sociology (C) [SGR #3]*

SOC 150 - Social Problems (C) [SGR #3]*

SOC 211 - Social Science Writing [SGR #1]

SOC 281 - Socio Cultural Theory

SOC 309 - Statistical Research Methods

SOC 410 - Methods of Social Research (C)

SOC 490 - Seminar (C)*

Electives in SOC 9cr

*Previously offered online

Sociology Minor

18 Credit Hours Required

Minor Requirements

18 credit hours of SOC-designated courses are required for the minor. However, no specific courses are required. Students should contact the Sociology Program Director if they have questions.

6. How will the university provide student services comparable to those available for students on the main campus?

Student advising will be provided by the Academic and Career Planning Center and by faculty in the Department of Anthropology and Sociology. Appropriate library and technology resources, as well as other student support services, are available through distance technology.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

No

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

No

9. Cost, Budget, and Resources related to new courses at the site: 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. Complete Appendix B – Budget using the system form.

No changes to budget needed. Online courses will be added to the rotation for existing faculty. The rotation below indicates anticipated online offering for the next two years; this rotation does not increase the number of online courses that have been offered online historically, but substitutes required courses in place of electives (indicated with an asterisk below). The department will not offer required courses in both on-campus and online modalities during the same term. In other words, no additional instructional resources are anticipated at this time.

10. Additional Information:

Proposed online courses for Fall 2019 through Spring 2021:

Fall 2019	
Course	Title
SOC-100	Introduction to Sociology
SOC-261	Human Sexuality
SOC-351	Criminology
SOC-423	Social Stratification
Spring 2020	
Course	Title
SOC-100	Introduction to Sociology
SOC-150	Social Problems
SOC-309	Statistical Research Methods*
SOC-432	Collective Behavior & Social Change

Summer 2020	
Course	Title
SOC-100	Introduction to Sociology
SOC-150	Social Problems
SOC-211	Social Science Writing*
Fall 2020	
Course	Title
SOC-100	Introduction to Sociology
SOC-261	Human Sexuality
SOC-281	Socio-Cultural Theory*
SOC-351	Criminology
Spring 2021	
Course	Title
SOC-100	Introduction to Sociology
SOC-150	Social Problems
SOC-410	Methods of Social Research*
SOC-490	Seminar

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (1)
DATE: August 7-8, 2019

SUBJECT

New Program: SDSMT Minor in Electrical Engineering

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 Minor in Electrical Engineering. The minor is geared toward students not majoring in Electrical Engineering, and would teach the fundamentals of circuit analysis and use of fundamental tools and skills associated with electrical engineering. The minor would prepare students interested in graduate studies with advanced knowledge in electrical design as associated with energy production, transmission, and storage.

The program will not require the creation of new courses as it utilizes existing courses from the current Electrical Engineering major.

SDSMT requests authorization to offer the minor on campus.

IMPACT AND RECOMMENDATION

SDSMT does not request new resources to offer the minor. SDSMT anticipates graduating six (6) students per year who have completed the minor after full implementation.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSMT – Minor in Electrical Engineering

DRAFT MOTION 20190807_4-E(1):

I move to authorize SDSMT to offer a minor in Electrical Engineering, as presented.



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:	SDSM&T
TITLE OF PROPOSED MINOR:	Electrical Engineering
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	All non-EE degrees
EXISTING RELATED MAJORS OR MINORS:	Major in Electrical Engineering
INTENDED DATE OF IMPLEMENTATION:	Fall 2019
PROPOSED CIP CODE:	14.1001
UNIVERSITY DEPARTMENT:	Electrical Engineering
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.

President of the University	Click here to enter a date. Date
-----------------------------	---

1. Do you have a major in this field (place an "X" in the appropriate box)?

South Dakota School of Mines has a B.S. major in Electrical Engineering which *Yes* *No*
encompasses aspects of both Electrical and Electronic Engineering. The proposed minor in Electrical Engineering is geared toward non-EE disciplines within the university as detailed below.

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?** By understanding the fundamentals of circuit analysis and how to use the tools associated with electrical engineering, students will expand their specialized knowledge used in their respective major fields.
4. **How will the proposed minor benefit students?** The proposed minor in electrical engineering will benefit students by providing a competitive edge for B.S. graduates in a number of related fields as well as preparing students interested in graduate studies with advanced knowledge in electrical design as associated with energy production, transmission, and storage. A minor in electrical engineering is therefore an asset to all science and engineering majors at SDSMT interested in working in energy or renewable energy fields and of particular interest to those enrolled in Mechanical Engineering.
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.

Source	Field	Expected Growth
U.S Bureau of Statistics	Electronics Engineering	7%
“	Mechanical Engineering	9%
Future Jobs Report 2018	Renewable Energy Engineers	31%
US Energy & Employment Report 2017	Electric Power Generation-distribution & transport	18%
“	Transmission, Distribution, & Storage-professional services	18%

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	3 rd	4 th
<i>Estimates</i>	FY 19	FY 20	FY 21	FY 22
Students enrolled in the minor (fall)	3	5	7	10
Completions by graduates	0	2	3	6

*Do not include current fiscal year.

The estimate of students enrolled in the electrical engineering minor is based initially on the number of mechanical engineering students indicating a desire to seek a B.S.EE as a second

major as shown during declaration of majors over the last 6 years. In addition, final numbers take into consideration the rising percentage of M.E. graduates working in energy related fields.

7. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.** The curriculum consists of three core courses which provide foundational instruction in electricity and electrical engineering fundamentals associated with energy applications. Selection of the remaining credit hours for the minor may be taken from a number of courses designed to broaden the student's knowledge of electronics in a number of areas such as sensors, actuators, mechatronics and control systems. Courses and curriculum are consistent with instruction found in undergraduate curriculums in such related programs as electronic engineering and electronic technology undergraduate degrees.
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
Requirements in minor	10	56%
Electives in minor	8-10	44%
Total	18-20	100%

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
EE	110/110L	Explore Electrical and Electronics Engineering/Lab	3	Yes
EE	120/120L	Foundations of Electrical and Electronics Engineering/Lab	3	Yes
EE	220/220L or 301/301L	Circuits I/Lab Or Introduction to Circuits, Machines, & Systems/Lab	4	No
		Subtotal	10	

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 (add or delete rows as needed)	Credit Hours	New (yes, no)
EE	221/221L	Circuits II/Lab	4	No
ME	211	Introduction to Thermodynamics	3	No
ME	312	Thermodynamics II	3	No

EE	330/330L	Energy Systems/Lab	4	No
CENG/EE/ME	351/351L	Mechatronics & Measurement Systems/Lab	4	No
EE	250/250L	Electronic Sensors and Actuators/Lab	3	Yes
ME/EE	453/453L	Feedback Control Systems/Lab	4	No
ME	430	Introduction to Wind Energy Engineering	3	No
CBE	485/485L	Renewable and Sustainable Energy/Lab	4	No
Subtotal			8	

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

1. Students will understand the fundamentals of electrical engineering and design through the study of basic electrical and electronic components.
2. Students will have a solid understanding of circuit analysis to include both DC and AC analysis techniques.
3. Students will understand the fundamentals of three-phase power and ideal transformers. These outcomes will be achieved through lectures on the concepts associated with electrical engineering supplemented by lab experiences designed to illustrate the 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.

Standard instructional techniques will be utilized in all courses. Foundational courses consist of lecture/lab instruction to provide hands-on experience in electronic devices. Electives utilize lecture or lecture/lab techniques as required by the individual course.

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 2019

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods ²	Intended Start Date

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.

² Delivery methods are defined in [AAC Guideline 5.5](#).

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)?³

	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. 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. Address off-campus or distance delivery separately.
The new classes are part of the updated BS EE curriculum and therefore no additional budgetary or personnel are required.

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.
- 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.

³ This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (2)
DATE: August 7-8, 2019

SUBJECT

New Program: SDSMT Minor in Electronics Engineering & Technology

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 Minor in Electronics Engineering & Technology. The minor is geared toward students not majoring in Electrical Engineering, and would allow students to expand their specialized knowledge in the field of electronics and electronic circuits to complement their respective major fields. The minor would benefit students by providing a competitive edge for students in a number of related fields, as well as preparing students for graduate studies with advanced knowledge in electronic systems as they pertain to a wide array of applications, such as: automation, sensors, robotics, propulsion systems, controls, biomedical instrumentation, aerospace, nanomaterials, power systems, and manufacturing.

The program will not require the creation new courses as it utilizes existing courses from the current Electrical Engineering major.

SDSMT requests authorization to offer the minor on campus.

IMPACT AND RECOMMENDATION

SDSMT does not request new resources to offer the minor. SDSMT anticipates graduating six (6) students per year who have completed the minor after full implementation.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSMT – Minor in Electronics Engineering & Technology

DRAFT MOTION 20190807_4-E(2):

I move to authorize SDSMT to offer a minor in Electronics Engineering & Technology, as presented.



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:	SDSM&T
TITLE OF PROPOSED MINOR:	Electronics Engineering & Technology
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	All degrees
EXISTING RELATED MAJORS OR MINORS:	Major in Electrical Engineering
INTENDED DATE OF IMPLEMENTATION:	Fall 2019
PROPOSED CIP CODE:	14.1001
UNIVERSITY DEPARTMENT:	Electrical Engineering
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.

_____ President of the University	Click here to enter a date. _____ Date
--------------------------------------	---

1. Do you have a major in this field (place an "X" in the appropriate box)? Yes No

South Dakota School of Mines has a B.S. major in Electrical Engineering. The proposed minor in Electronics is of particular benefit to non-EE majors and will highlight graduates' expanded studies in electronics engineering and technology as detailed below.

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?** By understanding the nonlinear behavior of active components when combined with passive components, students will expand their specialized knowledge in the field of electronics and electronic circuits used in their respective major fields. Practical experience will consist of hand-on learning by both building and using electronics technology and analysis tools.
4. **How will the proposed minor benefit students?** The proposed minor in electronics will benefit students by providing a competitive edge for B.S. graduates in a number of related fields as well as preparing students interested in graduate studies with advanced knowledge in electronic systems. Large scale integration of electronic technology occurs in a wide array of applications such as automation, sensors, robotics, propulsion systems, controls, biomedical instrumentation, aerospace, nanomaterials, power systems, and manufacturing. A minor in electronics engineering and technology is therefore an asset to all science and engineering majors at SDSMT and of particular interest to those enrolled in Electrical Engineering, Computer Engineering, Mechanical Engineering, and Biomedical Engineering.
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. Employment data associated with engineering in general and specifically electronics/instrumentation and related fields is predicted to grow a minimum of 7% nationally and 12% in the state of South Dakota as shown in the following table:

Source	Field	Expected Growth
U.S Bureau of Statistics	Electronics Engineering	7%
S.D. Dept of Labor & Reg	Electronics Engineering	12%
Future Jobs Report 2018	Wearable electronics	56%
“	Autonomous Transport	44%
“	Aerial and Underwater Robots	22%

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	3 rd	4 th
<i>Estimates</i>	FY 19	FY 20	FY 21	FY 22
Students enrolled in the minor (fall)	3	5	7	10
Completions by graduates	0	2	3	6

*Do not include current fiscal year.

Estimates of students enrolled in the electronics minor is based initially on the number of students indicating a desire to seek a B.S. EE as a second major as shown during declaration of majors over the last 6 years.

7. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.** The curriculum consists of four core courses which complete the students' previous study of passive electrical devices and provide the fundamentals of analog circuit theory and design. Emphasis on practical hands-on learning is achieved in laboratory exercises which build and test an operational transceiver. Selection of the remaining credit hours for the minor may be taken from a number of courses designed to broaden the student's knowledge of electronics in a number of areas such as sensors, actuators, electronic instrumentation, or electronic systems. Courses and curriculum are consistent with instruction found in undergraduate curriculums in such related programs as electronic engineering and electronic technology undergraduate degrees.
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
Requirements in minor	15	83%
Electives in minor	3-4	17%
Total	18-19	100%

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
EE	110/110L or 120/120L	Explore Electrical and Electronics Engineering/Lab Or Foundations of Electrical & Electronics Engineering/Lab	3	Yes
EE	221/221L	Circuits II/Lab	4	No
EE	320/320L	Electronics I/Lab	4	No
EE	322/322L	Electronics II/Lab	4	No
Subtotal			15	

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 (add or delete rows as needed)	Credit Hours	New (yes, no)
EE	250/250L	Electronic Sensors & Actuators/Lab	3	Yes
CENG	244/244L	Introduction to Digital Systems/Lab	4	No
CENG	342/342L	Digital Systems/Lab	4	No

EE	362	Electronic, Magnetic, & Optical Properties of Materials	3	No
CENG/EE/ME	351/351L	Mechatronics & Measurement Systems/Lab	4	No
EE	432/432L	Power Electronics/Lab	4	No
EE	437	Electronic Motor Drives	3	No
EE	439	Grid-Connected Power Electronics Devices	4	No
Subtotal			3-4	

* Students majoring in Electrical Engineering (EE) must complete an elective course in addition to those courses applied to the EE degree requirements.

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

1. Students will understand the fundamental concepts and analysis of circuits and linear systems as they relate to electronic devices such as diodes, BJTs, and FETs.
2. Students will understand the effects of noise in electronic systems such as communication circuits and electrical components.
3. Students will understand the use of typical simulation methods associated with electronic circuits such as MATLAB and pSpice.
4. Students will be able to use standard electronic instrumentation and tools such as a function/waveform generator, oscilloscope, digital multimeter, soldering tools to build and test electronic circuits.

These outcomes will be achieved through lectures on concepts associated with electronics engineering supplemented by lab experiences associated with building a functional transceiver.

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.

Standard instructional techniques will be utilized in all courses. Foundational courses consist of lecture/lab instruction to provide hands-on experience in electronic devices. Electives utilize lecture or lecture/lab techniques as required by the individual course.

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 2019	
	Yes/No	If Yes, list location(s)	Intended Start Date

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.

Off campus	No		Choose an item. Choose an item.
-------------------	----	--	---------------------------------

	Yes/No	<i>If Yes, identify delivery methods²</i>	<i>Intended Start Date</i>
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)?³

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery (online/other distance delivery methods)	No		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. *Address off-campus or distance delivery separately.*
The new classes are part of the updated BS EE curriculum and therefore no additional budgetary or personnel are required.

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.
- 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 [AAC Guideline 5.5](#).

³ This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (3)
DATE: August 7-8, 2019

SUBJECT

New Program: SDSMT Minor in Mining Engineering

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 Minor in Mining Engineering. The minor would provide students in related majors with the knowledge and skills necessary to work in the minerals industry, specifically in the mining field. The minor would give students a foundational background in mining and minerals engineering when entering jobs in the mining industry.

The program will not require the creation new courses as it utilizes existing courses from the current Mining Engineering major.

SDSMT requests authorization to offer the minor on campus.

IMPACT AND RECOMMENDATION

SDSMT does not request new resources to offer the minor. SDSMT anticipates graduating twenty (20) students per year who have completed the minor after full implementation.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSMT – Minor in Mining Engineering

DRAFT MOTION 20190807_4-E(3):

I move to authorize SDSMT to offer a minor in Mining Engineering, as presented.



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:	SDSM&T
TITLE OF PROPOSED MINOR:	Mining Engineering
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Geology
INTENDED DATE OF IMPLEMENTATION:	Fall 2019
PROPOSED CIP CODE:	14.2101
UNIVERSITY DEPARTMENT:	Mining Engineering and Management
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.

President of the University	Click here to enter a date. Date
-----------------------------	--

1. Do you have a major in this field (*place an "X" in the appropriate box*)? 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?** The purpose of the minor is to provide students in related majors (CEE, GEOE, GEOL, MET) with the knowledge and skills necessary to work in the minerals industry, specifically in the mining field.
4. **How will the proposed minor benefit students?** The mining industry hires graduates in many programs outside of the mining engineering program. This minor will provide those students with a solid background in mining and minerals engineering to go into these jobs.
5. **Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.** Nearly 40% of the companies that recruit at South Dakota Mines (both at the Career Fair and throughout the academic year) are companies in the minerals industry. This shows a strong need for graduates in this area. In addition, the US Bureau of Labor predicts that jobs in mining will grow 8% nationally through 2026 with median pay over \$94,000 per year. This projection does not include the demand for mining engineers from the mass of retirements expected to occur over the next decade. In South Dakota, there are over 2,000 jobs in the mining industry and this is also projected to grow, albeit not as much as the national growth rate.
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	3 rd	4 th
<i>Estimates</i>	FY 2020	FY 2021	FY 2022	FY 2023
Students enrolled in the minor (fall)	5	10	15	20
Completions by graduates	5	10	15	20

*Do not include current fiscal year.

7. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.** The curriculum for the Minor use courses that are already developed in the Mining Engineering BS program. The Mining Engineering BS Program is accredited by ABET and is therefore, consistent with standards developed for the minerals industry.
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
Requirements in minor	9	50%
Electives in minor	9-12	50%
Total	18-21	

B. Required Courses in the Minor

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
MEM	120	Introduction to Mining, Sustainable Development, and Safety	3	No
MEM	204	Surface Mining Methods and Unit Operations	3	No
MEM	303	Underground Mining Methods and Equipment	3	No
				Choose an item.
				Choose an item.
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 <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
MEM	301/301L	Computer Applications in Mining/Lab	2	No
MEM	302	Mineral Economics and Finance	3	No
MEM	304	Theoretical and Applied Rock Mechanics/Lab	3	No
MEM	305	Introduction to Explosives Engineering	3	No
MEM	307	Mineral Exploration and Geostatistics	3	No
MEM	314/314L	Minerology and Petrology for Mining Engineers/Lab	4	No
MEM	376	Managerial Finance for the Mineral Industry	3	No
MEM	401/401L	Theoretical and Applied Mine Ventilation/Lab	4	No
MEM	405	Mine Permitting and Reclamation	3	No
MEM	410	Advanced Mineral Economics for Managers	3	No
MEM	420	Advanced Tunneling and Underground Excavations	3	No
MEM	425	Advanced Rock Mechanics	3	No
MEM	430	Resource Industry Mergers and Acquisitions	3	No
MEM	433/433L	Advanced Mine Planning and Design/Lab	3	No
MEM	435	Advanced Finance for the Mineral Industry	3	No
MEM	440	Advanced Mine Ventilation and Environmental Engineering	3	No
MEM	445/445L	Advanced Geostatistics and Computer Applications/Lab	4	No
MEM	446	Human Resource Management for the Mineral Industry	3	No
MEM	450	Rock Slope Engineering	3	No
MEM	460	Advanced Human Capital Management for the Mineral Industry	3	No
MEM	466	Mine Management	2	No
MEM	470	Project Management for the Mineral Industry	3	Yes
MEM	476	International Business for the Mineral Industry	3	No
MEM	480	Advanced Explosives and Blasting	3	No
Subtotal			9-12	

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? The learning outcomes will mirror the learning outcomes for the BS in Mining Engineering which are based on the ABET learning outcomes. Assessment of the students in the minor will be similar to the assessment process used for the BS degree, which follows the ABET protocol.

11. What instructional approaches and technologies will instructors use to teach courses in the minor? Most courses will be delivered face-to-face in a lecture format. A few of the elective courses are currently taught via distance as asynchronous on-line and will continue to be offered in that manner.

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 2019

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods ²	Intended Start Date
Distance Delivery (online/other distance delivery methods)	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 online program)?³

	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. 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

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.

² Delivery methods are defined in [AAC Guideline 5.5](#).

³ This question responds to HLC definitions for distance delivery.

redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. None. The courses in the minor are already being offered each semester, so it is not anticipated at this time that there will be any additional resources necessary

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.

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: Students will be required to take 9 credits of 100-, 200-, or 300-level courses in the minor before being able to take any 400-level courses. However, it will not be necessary to take the required courses first unless they are a pre-requisite for any of the elective courses. The list of elective courses is lengthy, but is designed so that students can focus in one area of mining (or the minerals industry) or remain broad. For example, students can take three elective courses that focus on rock mechanics, mineral finance, mineral industry management, mine planning, rock fragmentation, or mine ventilation and thus have a focus area when receiving the minor.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (4)
DATE: August 7-8, 2019

SUBJECT

New Program: SDSMT Minor in Systems Engineering

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 Minor in Systems Engineering. Students will learn the techniques and tools required to create, analyze, and design a complex system in such a way that all components work efficiently and collectively toward the desired outcome. Graduates with a Systems Engineering minor will be able to apply this knowledge to the engineering designs, an asset to graduates and their employers.

The program will require the creation of one new course, but otherwise utilizes existing courses from various engineering majors.

SDSMT requests authorization to offer the minor on campus.

IMPACT AND RECOMMENDATION

SDSMT does not request new resources to offer the minor. SDSMT anticipates graduating seven (7) students per year who have completed the minor after full implementation.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSMT – Minor in Systems Engineering

DRAFT MOTION 20190807_4-E(4):

I move to authorize SDSMT to offer a minor in Systems Engineering, as presented.



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:	SDSM&T
TITLE OF PROPOSED MINOR:	Systems Engineering
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	All degrees
EXISTING RELATED MAJORS OR MINORS:	All Engineering Majors and Mathematics
INTENDED DATE OF IMPLEMENTATION:	Spring 2020
PROPOSED CIP CODE:	14.1001
UNIVERSITY DEPARTMENT:	Electrical Engineering
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.

_____ President of the University	Click here to enter a date. _____ Date
--------------------------------------	---

1. Do you have a major in this field (*place an "X" in the appropriate box*)? Yes No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission. The mission of the university is to educate scientists and engineers to address global challenges, innovate to reach our creative potential, and engage in partnerships to transform society. In today's world, technological solutions consist of a complex array of

interdisciplinary components assembled to achieve a specific purpose. Systems engineering has evolved as a method leading the overall technical efforts of a multitude of branches of engineering and disciplines of science to effectively solve these multifaceted problems. This minor would therefore directly support the mission of the university by providing instruction in system level thinking and design approaches.

3. **What is the nature/purpose of the proposed minor?** The minor would combine existing systems level instruction provided within the various academic programs with the fundamental knowledge required to investigate complex situations and effectively merge separate bodies of knowledge together to achieve a functional objective.
4. **How will the proposed minor benefit students?** The students will learn the techniques and tools required to create, analyze, and design a complex system in such a way that all components work efficiently in synergy to collectively perform a desired outcome. Students graduating with a systems engineering minor will be ready to immediately apply this knowledge to their engineering designs and will be a valuable asset to their employer thus providing them a competitive edge. A minor in systems engineering is therefore an asset to all science and engineering majors at SDSMT and of particular interest to those enrolled in Electrical Engineering, Mechanical Engineering, Computer Engineering, and Civil Engineering since those disciplines most often involve complex systems.
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.* The minor in systems engineers serves to make graduates of traditional engineering programs more competitive in the marketplace. As a result, workforce statistics shown below are applicable to the graduate's primary degree program.

Source	Field	Expected Growth
U.S Bureau of Statistics	Electronics Engineering	7%
“	Mechanical Engineering	9%
“	Civil Engineering	11%
“	Biomedical Engineering	7%
“	Industrial Engineering	10%
S.D. Dept of Labor & Reg	Electronics Engineering	12%
Future Jobs Report 2018	Systems Engineers in Mining	15%
	Mechanical Engineers in Biotechnology	19%
“	Renewable Energy Engineers	31%
“	Infrastructure	19%

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	3 rd	4 th

<i>Estimates</i>	FY 20	FY 21	FY 22	FY 23
Students enrolled in the minor (fall)	3	5	10	10
Completions by graduates	0	1	3	7

*Do not include current fiscal year.

Approximately 6% of students attending SDSMT choose a minor in addition to their program of study. The initial number listed in the above table has been calculated using a conservative percentage of 4% of the total number of students, at the junior and senior levels, enrolled in the B.S. EE curriculum since this is the initial candidate pool for students who will be interested in this minor. Due to the multi-disciplinary value of the minor, it is anticipated that the number of students choosing the minor will grow quickly among non-EE majors.

7. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.** The curriculum consists of two core courses which cover both the fundamentals of system thinking and engineering and provide the foundation of mathematics required for risk analysis and decision making. Selection of the remaining credit hours for the minor may be taken from a number of courses designed to broaden the student's knowledge of the systems typically found in their chosen core curriculum. Courses and curriculum are consistent with instruction found in existing undergraduate minors available in systems engineering in the United States.
8. **Complete the tables below. Explain any exceptions to Board policy requested.**

A. Distribution of Credit Hours

Systems Engineering	Credit Hours	Percent
Requirements in minor	7	39%
Electives in minor	11-14	61%
Total	18-21	100%

B. Required Courses in the Minor*

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
EE	451	Fundamentals of Systems Engineering	4	Yes
MATH	381	Introduction to Probability & Statistics	3	No
Subtotal			7	

* Students must earn a grade of 'C' or better for a course to be counted toward the requirements of 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 <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CBE	433	Process Control	3	No

CBE	450	Systems Analysis Applied to Chemical Engineering	2/3	No
CBE	463	Process Design for Chemical Engineering	2	No
CBE	465	Advanced Process and Equipment Design	2	No
CBE	466	Capstone Design for Chemical Engineering	2	No
CEE	336/336L	Hydraulic Systems Design/Lab	3	No
CEE	284	Applied Numerical Methods	3	No
CEE	489	Capstone Design Project	3	No
CENG	342/342L	Digital Systems	4	No
CENG	452/452L	Robotic Control Systems/Lab	3	No
CENG	447/447L	Embedded Systems/Lab	4	No
CENG	464	Senior Design Project I	2	No
CENG	465	Senior Design Project II	2	No
CSC	464	Senior Design I	2	No
CSC	465	Senior Design II	2	No
EE	250/250L	Electronic Sensors & Actuators/Lab	3	Yes
EE	301/301L	Introduction to Circuits, Machines, and Systems/Lab	4	No
EE	313	Signals and Systems	3	No
EE	314/314L	Control Systems/Lab	4	No
EE	330/330L	Energy Systems/Lab	4	No
EE	351/351L	Mechatronics & Measurement Systems/Lab	4	No
EE	421/421L	Communication Systems/Lab	4	No
EE	431/431L	Power Systems/Lab	4	No
EE	447	Advanced Power Systems	3	No
EE	452/452L	Robotic Control Systems/Lab	3	No
EE	453/453L	Feedback Control Systems/Lab	4	No
EE	456/456L	Digital Control Systems/Lab	4	No
EE	464	Senior Design Project I	3	No
EE	465	Senior Design II Project II	3	No
ENGM	435	Optimization Techniques	3	No
GEOE	464	Geological Engineering Design Project I	3	No
GEOE	465	Geological Engineering Design Project II	3	No
GEOL	416/416L	Introduction to GIS/Lab	3	No
IENG	301/302	(Basic) Engineering Economics	2/3	No
IENG	362	Stochastic Models	3	No
IENG	415	Decision Analysis	3	No
IENG	425	Production & Operation Management	3	No
IENG	464	Senior Design Project I	3	No
IENG	465	Senior Design Project II	3	No
MATH	315	Linear Algebra	3	No
MATH	451	Mathematical Modeling	3	No
MATH	373	Introduction to Numerical Analysis	3	No
MATH	486	Statistical Quality & Process Control	3	No

ME	264/264L	Electromechanical Systems Product Development & Design/Lab	4	No
ME	265/265L	Product Design & Development-Introduction to Systems Engineering/Lab	4	No
ME	269/269L	Energy Systems Product Development and Design/Lab	4	No
ME	351/351L	Mechatronics & Measurement Systems/Lab	4	No
ME	352	Introduction to Dynamic Systems	3	No
ME	453/453L	Feedback Control Systems/Lab	4	No
ME	477	Mechanical Engineering Design I	2	No
ME	479	Mechanical Systems Design II	2	No
MET	352/352L	Principles of Metallurgical Design	2	No
MET	464	Senior Design I	2	No
MET	465	Senior Design II	1	No
Subtotal			11-14	

* Students must earn a grade of ‘C’ or better for a course to be counted toward the elective requirements of the minor.

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

1. The student will understand the seven tasks associated with a system engineering design process as specified by the International Council on Systems Engineering (INCOSE).
2. The student will understand the how to use modularity as a fundamental concept in a system design hierarchy.
3. Students will be able to apply the tools of probability and statistics when performing risk management analysis of a system.

These outcomes will be achieved through lectures on the concepts of systems engineering supplemented by projects and lab experiences obtained in electives courses in systems applicable to the student’s chosen field of study. Achievement of the outcomes will be demonstrated, in part, by earning a C or better in the minor’s required courses.

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.

Standard instructional techniques will be utilized in all courses. Foundational courses are primarily taught via lecture and/or project based assignments. Electives utilize lecture or lecture/lab techniques as required by the individual course.

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)?**

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.

	Yes/No	Intended Start Date
On campus	Yes	Spring 2020

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods ²	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)?³

	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. 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. Address off-campus or distance delivery separately.

The only new elective class EE-250 is part of the updated BS EE curriculum and therefore no additional budgetary or personnel are required. The required course EE-451 Fundamentals of Systems Engineering is being supported through existing full-time faculty in the Electrical Engineering Department.

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.

NO,

² Delivery methods are defined in [AAC Guideline 5.5](#).

³ 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.

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.*

Appendix C



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system database through Colleague or the [Course Inventory Report](#) for information about existing courses before submitting this form.

SDSM&T	Electrical Engineering
Institution	Division/Department
Institutional Approval Signature	Click here to enter a date. Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system database in Colleague and the [Course Inventory Report](#) including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
EE 451	Fundamentals of Systems Engineering	(4-0) 4

NOTE: The Enrollment Services Center assigns the short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in Colleague.

Course Description
This course will explore a broad overview of systems engineering as an approach to designing, building, and operating complex engineering systems. Fundamentals associated with systems thinking, system analysis, and definition will be taught. Topics include concept exploration and definition, systems architecture methods, model-based systems engineering practices, systems engineering processes, and life cycle systems management techniques. Case studies will be utilized as a practical learning tool to illustrate systems engineering applications.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as “we” and “you,” or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
MATH 381	Introduction to Probability & Statistics	Pre-Req

Registration Restrictions

Junior or Senior level standing.

Section 2. Review of Course

2.1. Was the course first offered as an experimental course (place an “X” in the appropriate box)?

Yes (if yes, provide the course information below) No

2.2. Will this be a unique or common course (place an “X” in the appropriate box)?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

Unique Course

Prefix & No.	Course Title	Credits
ME 265/L	Product Design & Development- Introduction to Systems Engineering/Lab	2-2
IENG 366	Engineering Management	3-0
<i>Provide explanation of differences between proposed course and existing system catalog courses below:</i>		
The proposed course is intended to present both the fundamentals associated with systems engineering and provide standard tools and techniques required for their application in the design of systems. ME 265 states that it includes a brief introduction to selected systems engineering topics and therefore does not present the depth of material contained in this course. IENG 366, Engineering Management, touches on systems thinking but concentrates on the formation and operation of business and industrial enterprises. The proposed course focuses on a modular approach to system architecture and technical development that can be utilized in complex engineering designs.		

Common Course *Indicate universities that are proposing this common course:*

BHSU DSU NSU SDSMT SDSU USD

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

Program Forms: New Baccalaureate Degree Minor Form (Last Revised 05/2017)

- No.** Replacement of _____
(course prefix, course number, name of course, credits)
*Attach course deletion form

Effective date of deletion: _____ Click here to enter a date.

- No.** Schedule Management, explain below:
This course is intended to be provided as an on-line course only. Following development of the course, impact to departmental staffing should be minimal .
- Yes.** Specify below:

3.2. Existing program(s) in which course will be offered: BS.EE

3.3. Proposed instructional method by university: R Lecture

3.4. Proposed delivery method by university:
015, 018, and 019 (as required)

3.5. Term change will be effective: Spring 2020

3.6. Can students repeat the course for additional credit?
 Yes, total credit limit: _____ No

3.7. Will grade for this course be limited to S/U (pass/fail)?
 Yes No

3.8. Will section enrollment be capped?
 Yes, max per section: 30 No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the [Course Inventory Report](#)?

Yes No

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.10. Is this prefix approved for your university?
 Yes No

If no, provide a brief justification below:

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: EE

4.2. Proposed **CIP Code**: 14.1001 Electrical and Electronics Engineering

Is this a new CIP code for the university? Yes No

NEW COURSE REQUEST Supporting Justification for On-Campus Review

Thomas Montoya, PhD		Click here to enter a date.
Request Originator	Signature	Date
Magesh Rajan, PhD		Click here to enter a date.
Department Chair	Signature	Date
		Click here to enter a date.
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Today's engineering solutions typically consist of a complex array of inter-disciplinary components which are required to function as a seamless system. As a result, systems engineering has evolved to provide an organized approach to successful engineering. A course in the fundamentals of the discipline is therefore an asset to electrical engineering students pursuing a control and systems focus area. In addition, the course is of value to any engineering discipline focusing on system design and operation.

2. Note whether this course is: Required Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course? No effects to other programs anticipated.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made. N/A
5. Desired section size 30 students max
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Neha Choudhary, Lecturer, BS.EE, MS.EE
Shannon Thornburg, Lecturer, BS.ME, BS.EE, MS.AAE, PhD.AAE
Shankarachary Ragi, Assistant Professor, B.Tech EE, M.Tech EE, PhD ECE
7. Note whether adequate facilities are available and list any special equipment needed for the course. Current facilities are available and adequate.
8. Note whether adequate library and media support are available for the course.
No special requirements.
9. Will the new course duplicate courses currently being offered on this campus?
 Yes No
If yes, provide justification.
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined. N/A
11. Add any additional comments that will aid in the evaluation of this request.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (1)
DATE: August 7-8, 2019

SUBJECT

New Certificate: NSU Graduate Certificate in German: Germans-from-Russia Studies

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a Graduate Certificate in German: Germans-from Russia Studies. This certificate will be the academic companion to the newly opened South Dakota Germans-from-Russia Cultural Center at NSU. The certificate would allow students to gain practical knowledge of Germans-from-Russia history, culture, and language as well as acquire the skills necessary to interpret and translate written documents.

The program requires the creation of three new courses.

NSU requests authorization to offer the certificate online.

IMPACT AND RECOMMENDATION

NSU does not request new resources to offer the certificate.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – Graduate Certificate in German: Germans-From-Russia Studies

DRAFT MOTION 20190807_4-F(1):

I move to authorize NSU to offer a graduate certificate in German: Germans-from-Russia Studies, as presented, including online.



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:	NSU
TITLE OF PROPOSED CERTIFICATE:	Graduate Certificate in German: Germans-from-Russia Studies
INTENDED DATE OF IMPLEMENTATION:	Summer 2020
PROPOSED CIP CODE:	160500
UNIVERSITY DEPARTMENT:	Languages, Literature, and Communication Studies
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 <i>President or Chief Academic Officer of the University</i>	6/25/2019 _____ 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 purpose of the Graduate Certificate in German: Germans-from-Russia Studies is threefold: 1) certificate holders will gain a practical knowledge of Germans-from-Russia history, culture, and language; 2) certificate holders will acquire the skills necessary to interpret and translate written documents (handwritten as well as printed) relating to Germans-from-Russia history, culture, and genealogy reliably and accurately; 3) certificate holders will demonstrate the

knowledge and skills necessary to carry out significant research projects relating to Germans-from-Russia history, culture, and language, and thus contribute to the preservation of this heritage for succeeding generations. This certificate is intended as a stand-alone graduate-level certificate that can be completed on its own terms by Any student with German language proficiency high enough for German courses at the graduate level.

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

The Graduate Certificate in German: Germans-from-Russia Studies program will be the academic companion to the newly opened South Dakota Germans-from-Russia Cultural Center at NSU. South Dakota has one of the highest percentages nationally of persons with German ancestry (over 40%), and Germans make up the largest ethnic group in the state.² A majority of these German ancestors came to South Dakota from Russia. Preserving and cultivating the history of these settlers equates with preserving and cultivating the history of South Dakota. The graduates of the program will be trained directly in this endeavor.

The skills taught in the Graduate Certificate in German: Germans-from-Russia Studies courses include translation of historical documents otherwise inaccessible to persons lacking sophisticated expertise in forms of German that are antiquated and often colored by dialect interference and code-switching, and also in the older writing systems used by German Russians well into the twentieth century, as well as research skills in interpreting and drawing conclusions from German-language primary documents. Individuals with these skills can apply them in a variety of settings that may or may not be directly related to Germans-from-Russia studies, including: historical archives, museums, educational settings, genealogical research and translation, historical writing, and library work. Because this certificate program furthers and deepens students' knowledge of German, it will also attract German teachers seeking graduate credentials to strengthen their professional portfolio.

Translation work generally is a growth industry with an 18% job outlook as reported by the US Bureau of Labor Statistics.³ The demand for individuals who can provide professional-quality translations from German into English is growing.⁴ There is also a significant demand for individuals who are able to translate documents written in the older handwriting styles used by Germans prior to WWII, Kurrentschrift and Sütterlinschrift, particularly among genealogical researchers. According to the *ATA Chronicle* (published by the American Translators Association), "Genealogical translation is a growing market niche" demanding historical knowledge and language competency, alongside skills directly targeted at deciphering old forms of handwriting.⁵

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

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 <https://names.mongabay.com/ancestry/st-German.html>

³ <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

⁴ [https://www.evs-translations.com/blog/german-english-translation-services/;](https://www.evs-translations.com/blog/german-english-translation-services/)

<https://www.cnn.com/2017/07/07/as-the-earth-feels-ever-smaller-demand-for-translators-and-interpreters-skyrockets.html>

⁵ <http://www.atanet.org/chronicle-online/featured/expanding-your-business-genealogical-translation/#sthash.WODWQfay.dpbs>

The primary requirement for students pursuing the Graduate Certificate in German: Germans-from-Russia Studies is advanced-level reading skills in German. Students should have an earned baccalaureate degree and be prepared to undertake graduate-level research projects. It is expected that this program will attract: German teachers in need of graduate coursework to keep up with licensure requirements; genealogists; historians interested in South Dakota, German ancestry, and Germans-from-Russia history; archivists working with German-language documents; and persons working in related areas in museums, archives, translation, and independent scholars.

- 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):⁶**

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
GER	540	Germans-from-Russia History	3	Yes
GER	550	Germans-from-Russia Documents	3	Yes
GER	560	Germans-from-Russia Research	3	Yes
Subtotal			9	

The proposed Certificate program necessitates the creation of the above proposed new courses, which are currently unavailable in the regental system.

The Germans-from-Russia Documents course focuses directly on deciphering, transcribing, and translating historical documents written in German (handwritten or printed). Students must be able to read unadulterated German independently in order to succeed in the program. As this is an online certificate, it will be marketed toward individuals who have either studied German, grown up speaking German, use German as a heritage language, teach German, or possess expertise in using German as a research language (historians, genealogists, archivists, librarians). The above table assumes a gradual roll-out of the Certificate Program with the GER 540 course being most attractive as an entry-level course.

Through the creation and establishment of Northern State University's South Dakota Germans-from-Russia Cultural Center, the head librarian and German professor at Northern have collaborated with many leaders in the preservation of Germans-from-Russia culture in the state, regionally, and internationally. Northern will promote the certificate through engagement with professional listserves for German teachers around the United States, genealogy researchers, and professional translators.

Estimated numbers of enrolled students are based on initial attraction to learning the history of Germans-from-Russia (GER 540), snowballed success from that course, and targeted marketing through professional listserves. Northern State University's South Dakota Germans-from-Russia Cultural Center will also be a strong conduit for attracting students into this graduate certificate.

6. Student Outcome and Demonstration of Individual Achievement.⁷

⁶ 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.

⁷ 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.*

- distinguish between the various historical groups of Germans-from-Russia in terms of their history and cultural identity
- demonstrate an appreciation for Germans-from-Russia historical experience in light of the connections between this and German, Russian, US, and South Dakota history
- accurately decipher Germans-from-Russia historical documents (letters, journals, certificates [marriage, birth, etc.]), church and government records, and other relevant documents written in old forms of printing (Fraktur) and handwriting (Kurrentschrift, Sütterlinschrift) in German/Germans-from-Russia dialect(s)
- accurately translate Germans-from-Russia historical documents (letters, journals, certificates [marriage, birth, etc.]), church and government records, and other relevant documents written in old forms of printing (Fraktur) and handwriting (Kurrentschrift, Sütterlinschrift) in German/Germans-from-Russia dialect(s) into standard English
- display proficient use of primary documents to execute meaningful research projects that document Germans-from-Russia historical experience in line with acceptable scholarly standards and thus aid in preserving this important cultural heritage for succeeding generations

B. Complete Appendix A – Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*

See Appendix A: Germans-from-Russia Graduate Certificate Individual Student Outcomes and Program Courses

7. Delivery Location.⁸

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	No	Choose an item. Choose an item.

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No ⁹	If Yes, identify delivery methods ⁹	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	online/Internet asynchronous (015)	Summer 2020

⁸ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁹ Delivery methods are defined in [AAC Guideline 5.5](#).

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)?¹⁰

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

¹⁰ This question responds to HLC definitions for distance delivery.

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			
Individual Student Outcome	GER 540*	GER 550*	GER 560*
Distinguish between the various historical groups of Germans-from-Russia in terms of their history and cultural identity	X		
Demonstrate an appreciation for Germans-from-Russia historical experience in light of the connections between this and German, Russian, US, and South Dakota history	X		
Accurately decipher Germans-from-Russia historical documents (letters, journals, certificates [marriage, birth, etc.]), church and government records, and other relevant documents written in old forms of printing (Fraktur) and handwriting (Kurrentschrift, Sütterlinschrift) in German/Germans-from-Russia dialect(s)		X	
Accurately translate Germans-from-Russia historical documents (letters, journals, certificates [marriage, birth, etc.]), church and government records, and other relevant documents written in old forms of printing (Fraktur) and handwriting (Kurrentschrift, Sütterlinschrift) in German/Germans-from-Russia dialect(s) into standard English		X	X
Display proficient use of primary documents to execute meaningful research projects that document Germans-from-Russia historical experience in line with acceptable scholarly standards and thus aid in preserving this important cultural heritage for succeeding generations			

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (2)
DATE: August 7-8, 2019

SUBJECT

New Certificate: NSU Certificate in Quantitative Analytics in Science

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer an undergraduate Certificate in Quantitative Analytics in Science. The certificate would give science majors a formal route to acquiring quantitative skills applicable to most fields. The certificate focuses on how quantitative skills can be utilized in the physical and biological sciences, and would serve as a value-added credential for students majoring in the physical and life sciences. The certificate would provide a formal credential for employers to identify candidates with these valuable quantitative skills.

NSU requests authorization to offer the certificate on campus.

IMPACT AND RECOMMENDATION

NSU does not request new resources to offer the minor. The certificate requires the creation of one new course.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – Certificate in Quantitative Analytics in Science

DRAFT MOTION 20190807_4-F(2):

I move to authorize NSU to offer a certificate in Quantitative Analytics in Science, 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:	NSU
TITLE OF PROPOSED CERTIFICATE:	Quantitative Analytics in Science
INTENDED DATE OF IMPLEMENTATION:	Fall 2019
PROPOSED CIP CODE:	27.0101
UNIVERSITY DEPARTMENT:	Science and Mathematics
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

7/2/2019

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?

Thinking critically in a quantitative context has become the de facto norm. Quantitative skills and reasoning are essential for effective decision making in our daily life and they are useful in nearly all professions. Furthermore, these skills are valuable in almost all academic fields – including disciplines previously considered non-quantitative. A 2017 survey¹ by the National Association of Colleges and Employers (NACE) reported that 67.5% of employers specifically look for evidence of analytical and quantitative skills on a candidate's resume. The purpose of this certificate is to give students a more formal route to acquiring quantitative skills, and more

importantly, formally documenting this training so that future employers can more easily identify candidates with quantitative skills.

¹<https://www.nacweb.org/about-us/press/2017/the-key-attributes-employers-seek-on-students-resumes/>

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

The demand for quantitative skills in the physical and biological sciences has always existed. Recent trends suggest that to understand, and advance, the intricate nature of modern scientific research, many disciplines need to fully embrace quantitative methods². Indeed, the Burroughs Wellcome Fund (BWF) has funded efforts to better train students for a more quantitative and statistically-informed approach to thinking and a more model-driven approach to doing research in the biomedical and related life sciences³.

The demand for workers with data analysis skills is exploding. Labor market research⁴ (2017) by Burning Glass Technologies, the Business Higher Education Forum (BHEF), and IBM, suggests that the demand for workers with data-centered skills have grown as much as 54%, and predict that by 2020 the demand for workers with data skills will increase by approximately 400,000 openings in business-related occupations alone. Forbes⁵ reports that 43% of companies have identified a lack of workers with analytical skills as a key challenge. We also note that, the occupation of data scientist has been named the best job in America⁴ for three years in a row. This designation is based on the number of job openings, job satisfaction ratings, and the median annual base salary. The Wall Street Journal's Labor Shortages Index⁶ finds that mathematical science occupations face the second highest labor shortage of all occupations. Thus, jobs related to data science have the best growth potential of all occupations over the next seven years⁵.

At the state and regional level, demand for data-skilled workers is strong and is predicted to grow. Comparable to national trends, the South Dakota Department of Labor and Regulation's July 2016 e-Labor Bulletin⁷ puts the Professional, Scientific, and Technical (PST) Services industry fourth on the list of highest projected employment growth from 2014–2024. In addition, a 2014 report by the Center for Labor Markets and Policy⁸ noted that the strongest job growth between 2001 and 2013 in SD was concentrated in the professional fields, including scientific, engineering and math-related fields. The report also claimed that the combination of strong job growth and low unemployment rates in these fields will create a labor shortage. They predict that the primary constraint on growth in PST industries will be access to qualified professionals.

²https://dlr.sd.gov/publications/documents/sdwins_sd_labor_markets_may2014.pdf

³<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5221573/>

⁴https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm

⁵<https://www.forbes.com/sites/gilpress/2015/04/30/the-supply-and-demand-of-data-scientists-what-the-surveys-say/#653a4d756b90>

⁶https://graphics.wsj.com/table/LABORSHORTAGEINDEX_0419

⁷ https://dlr.sd.gov/lmic/lb/2016/lbart_july2016_industry_employment_trends_to_2024.pdf

⁸ <https://www.bwffund.org/grant-programs/population-sciences-0>

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.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

A student in any NSU major would benefit; however, it is expected that the majority of the students would come from the physical and life sciences. Biology, in particular, is the 2nd largest major at NSU. This certificate would serve as a value added credential, supplementing a student's major field 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 <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
BIOL/MATH	281	Introduction to Statistics I	3	No
BIOL	282	Introduction to Statistics II	3	No
BIOL	414	Basic R Programming (new course)	1	Yes
		<i>Choose 1 of the following courses:</i>		
BIOL	250	Bioinformatics	3	No
MATH	123	Calculus I	4	No
		Subtotal	10 - 11	

6. Student Outcome and Demonstration of Individual Achievement.³

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.*

- Students will be able to summarize data using descriptive statistical measures.
- Students will be able to interpret research based on descriptive statistics.
- Students will be able to create and interpret data graphically.
- Students will be able to calculate inferential measures for means and proportions.
- Students will be able to interpret research based on basic inferential statistics.
- Students will be able to perform and interpret linear and multiple regression models.
- Students will be able to use, modify, and write R scripts to analyze and graph data.
- Students will be able to calculate limits of a function (if MATH 123 is taken).
- Students will be able to use the rules of differentiation to find derivatives of a function (if MATH 123 is taken).
- Students will be able to use software to extract information from large databases and to use this information in computer modeling.

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.”

- Students will be able to describe how bioinformatics methods can be used to relate sequence, structure, and function (if BIOL 250 is taken).
- Students will be able to use bioinformatics databases (if BIOL 250 is taken).
- Students will be able to perform pattern matching in biomolecular sequences (if BIOL 250 is taken).
- Students will be able to describe the most important principles in gene prediction methods (if BIOL 250 is taken).

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	Fall 2019

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods ⁵	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 on-line program)?⁶

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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.*

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 [AAC Guideline 5.5](#).

⁶ This question responds to HLC definitions for distance delivery.

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.

Individual Student Outcome	Program Courses that Address the Outcomes				
	*BIOL 250	*BIOL/MATH 281	*BIOL 282	*MATH 123	*BIOL 414
Students will be able to summarize data using descriptive statistical measures		X			X
Students will be able to interpret research based on descriptive statistics		X			X
Students will be able to create and interpret data graphically		X	X		X
Students will be able to calculate inferential measures for means and proportions		X	X		X
Students will be able to interpret research based on basic inferential statistics		X	X		X
Students will be able to perform and interpret linear and multiple regression models		X	X		X
Students will be able to use, modify, and write R scripts to analyze and graph data		X	X		X
Students will be able to calculate the limits of a function				X	
Students will be able to use the rules of differentiation to find derivatives of a function				X	
Students will be able to use software to extract information from large databases and to use this information in computer modeling	X		X		X
Students will be able to describe how bioinformatics methods can be used to relate sequence, structure, and function	X				
Students will be able to use bioinformatics databases	X				
Students will be able to perform pattern matching in biomolecular sequences	X				
Students will be able to describe the most important principles in gene prediction methods	X				

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (3)
DATE: August 7-8, 2019

SUBJECT

New Certificate: NSU Certificate in Behavioral Forensic Sciences

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer an undergraduate Certificate in Behavioral Forensic Sciences. The certificate is targeted to individuals planning to work in the counseling, police or law enforcement, social work, psychology, or other related fields that work with people engaged in the criminal justice system. The certificate will provide additional training for those needing expertise for populations involved in the criminal justice system, such as those working in prisons, community corrections, juvenile detention, the state or federal government, or those who are victims of crimes.

NSU requests authorization to offer the certificate on campus.

IMPACT AND RECOMMENDATION

NSU does not request new resources to offer the certificate. Three new courses are required to offer the certificate.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – Certificate in Behavioral Forensic Sciences

DRAFT MOTION 20190807_4-F(3):

I move to authorize NSU to offer a certificate in Behavioral Forensic Sciences, 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:	NSU
TITLE OF PROPOSED CERTIFICATE:	Behavioral Forensic Sciences
INTENDED DATE OF IMPLEMENTATION:	Summer 2019
PROPOSED CIP CODE:	13.0111/43.0103
UNIVERSITY DEPARTMENT:	Psychology and Counselor Education/History and Social Sciences
UNIVERSITY DIVISION:	Millicent Atkins School of Education/College of 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.

Michael Wenous

Institutional Approval Signature

President or Chief Academic Officer of the University

7/2/2019

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?

This certificate is for those who work in the counseling field, police or law enforcement fields, social work field, psychology field, or other related fields that deal with people engaged in the criminal justice world. It will provide additional training for those needing or wanting more information related to criminology if they work in fields where clients intersect with the criminal

justice world or for those in law enforcement fields wanting more information about people with mental illness or psychological issues.

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

This certificate would allow for students to gain further expertise for populations involved in the criminal justice system, such as in a prison, in community corrections, juvenile detention, the state or federal government, or those who are victims of crimes. There are no Behavioral Forensic Science certificates or emphases in the state of South Dakota or in surrounding states. This change has potential to draw large numbers of students who already work in the criminal justice world or with clients involved in the criminal justice realm who need or want further education to continue their jobs. People with this certificate at the Bachelor's level would be ideal for working as probation or parole officers, which has a projected job growth of 6% nationwide between now and 2026. They also could become social services assistants or specialists (working with domestic violence situations, working for Child Protective Services, Case Managers, etc.), with a projected job growth of 14% nationally, and a 7.4% projected job growth in South Dakota.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

Counselors, law enforcement officials, victim advocates, social workers, psychologists, and other people working in these types of fields. This is designed as a value-added credential that will supplement a student's major field of study, predominately those who are already double majors or major/minor in Psychology, Sociology or Criminology. However, it is possible that someone could take it as a standalone credential. As a standalone credential, it would have little value without a degree to supplement it.

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 The majority of these courses already exist in the Criminology/Sociology department and are part of their curriculum. The new courses are crucial to extend the knowledge the students will obtain by connecting the psychological impact to the criminological impact. The student will have greater knowledge of how the two are entwined in both criminals and victims that they may encounter in their field. Prerequisites for Soc 100/Soc 150 related to the course Social Deviance will most likely already be taken as this certificate is geared to those who are already either a double major (Soc/Criminology and Psychology) or those with Psych as a major and Soc/Criminology as a minor (or vice versa) or will draw students to this path.

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 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.

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
PSYC	488	Introduction to Forensic Counseling	3	Yes
CJUS	468	Criminology for Human Service/Counseling Practice	3	Yes
SOC	402	Social Deviance	3	No
		Plus one of the following		
CJUS	452	Prisons and Penology	3	No
SOC	487	Victim Advocacy	3	Yes
SOC	455	Juvenile Delinquency	3	No
SOC	456	Community Corrections	3	No
SOC	470	Child Abuse and Neglect	3	No

6. Student Outcome and Demonstration of Individual Achievement.³

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.*

Students will recognize how mental health issues impact those who are victims or offenders in the criminal justice system.

Students will competently make ethical decisions when working with victims or offenders with mental health issues.

Students will be able to competently interface with mental health providers or criminal justice providers to better assist their respective clientele.

Students will recognize the differing components of the criminal justice system.

Students will utilize theories related to both victimization and criminality to identify victims and offenders within their chosen field.

Students will recognize best practices when working with victims, the potential mental health issues related to victimology, and how to better advocate for their clients who are the victim of crimes.

Students will be able to work with lawmakers to advocate for changes to existing laws so victims of crimes are protected from further victimization.

Students will gain greater competence in working with their chosen population.

Students will recognize what juvenile delinquency entails, the research hypotheses of causes of delinquency, and the policies implicated in juvenile delinquency.

Students will identify major trends in criminal and deviant behavior, their causes, policies and laws related to the causes of deviant behavior, including mental health laws, and the possible mental health or legal treatments for deviant behavior.

Students will detail the history of the prison and penology system, its strengths and weaknesses, and the reform it has undergone, both related to the traditional penal system and the mental health subsection.

Students will detail the history of the community corrections system, the levels of community corrections that exist, and the reform necessary within the community corrections system and the mental health subsection within the community corrections population.

³ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

B. Complete Appendix A – Outcomes using the system form. *Outcomes discussed above 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	Summer 2019

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Choose an item.		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods ⁵	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Choose an item.		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 on-line program)?⁶

	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.

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.*

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 [AAC Guideline 5.5](#).

⁶ This question responds to HLC definitions for distance delivery.

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.*

Individual Student Outcome	Program Courses that Address the Outcomes							SOC 487
	PSYC 488*	CJUS 468*	SOC 402*	CJUS 452	SOC 455	SOC 456	SOC 470	
Students will recognize how mental health issues impact those who are victims or offenders in the criminal justice system.	X							
Students will competently make ethical decisions when working with victims or offenders with mental health issues.	X							
Students will be able to competently interface with mental health providers or criminal justice providers to better assist their respective clientele.	X	X						
Students will recognize the differing components of the criminal justice system.	X	X						
Students will utilize theories related to both victimization and criminality to identify victims and offenders within their chosen field.	X	X						
Students will recognize best practices when working with victims, the potential mental health issues related to victimology, and how to better advocate for their clients who are the victim of crimes.	X							X

Students will be able to work with lawmakers to advocate for changes to existing laws so victims of crimes are protected from further victimization.								X
Students will gain greater competence in working with their chosen population.	X	X	X	X	X	X	X	
Students will recognize what juvenile delinquency entails, the research hypotheses of causes of delinquency, and the policies implicated in juvenile delinquency.					X			
Students will identify major trends in criminal and deviant behavior, their causes, policies and laws related to the causes of deviant behavior, including mental health laws, and the possible mental health or legal treatments for deviant behavior.	X		X					
Students will detail the history of the prison and penology system, its strengths and weaknesses, and the reform it has undergone, both related to the traditional penal system and the mental health subsection.				X				
Students will detail the history of the community corrections system, the levels of community corrections that exist, and the reform necessary within the community corrections system and the mental health subsection within the community corrections population.						X		

Expand the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – G
DATE: August 7-8, 2019

SUBJECT

New Specialization: SDSU Specialization in Natural Resource Management in the MS and PhD in Biological Sciences

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a specialization in Natural Resource Management for the M.S. and Ph.D. in Biological Sciences. Students will receive advanced training in ecology, conservation, and management. The specialization will graduates more competitive for careers in Natural Resource Management. Graduates of this program will earn jobs as Natural Resource Managers for a variety of State and Federal agencies, Non-Government Organizations, and private industry.

No new courses are requested to offer the specialization.

IMPACT AND RECOMMENDATION

SDSU does not request new resources to offer the certificate.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSU – Specialization in Natural Resource Management in the MS and PhD in Biological Sciences

DRAFT MOTION 20190807_4-G:

I move to authorize SDSU to offer a specialization in Natural Resource Management within the Biological Sciences MS and PhD programs, as presented.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Natural Resource Management
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Biological Sciences (M.S. and Ph.D.)
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
PROPOSED CIP CODE:	03.0101
UNIVERSITY DEPARTMENT:	Natural Resource Management
UNIVERSITY DIVISION:	Graduate School

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.

6/26/2019

Institutional Approval Signature
President or Chief Academic Officer of the University

Date

1. Level of the Specialization:

Baccalaureate Master's Doctoral

2. What is the nature/purpose of the proposed specialization?

South Dakota State University (SDSU) requests authorization to offer a specialization in Natural Resource Management for the M.S. and Ph.D. in Biological Sciences. Biological sciences is a broad field that encompasses a wide range of career tracks. Current students in the Department of Natural Resource Management are trained in ecology, conservation, and management. Acknowledging this training with a Natural Resource Management (NRM) Specialization will better acknowledge their education and will make them more competitive for careers in Natural Resource Management.

The Department of Natural Resource Management is already training M.S. and Ph.D. graduate students broadly under a Natural Resource Management umbrella in ecology, environmental sciences and range areas of expertise with a focus on basic and applied research. This request will help to readily identify the graduate students both internally and externally to others (potential employers, other academic institutions, etc.), thus increasing overall visibility.

The University does not request new state resources.

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

Graduates of this program will earn jobs as Natural Resource Managers for a variety of State and Federal agencies, Non-Government Organizations, and private industry. Past graduates from the program are currently working for the SD Department of Game, Fish and Parks, SD Department of Environment and Natural Resources, US Fish and Wildlife Service, US Environmental Protection Agency, US Natural Resource Conservation Agency, Pheasants Forever, Ducks Unlimited, etc.

Careers in Natural Resource Management require specialized training to address complex problems. For example, a Natural Resource Grand Challenge in South Dakota is the general decline of grassland habitat and resulting decline in grassland species such as pheasants. In response, South Dakota developed the Habitat Pays program. Habitat Pays is an effort to partner with private landowners with State and Federal programs to enhance habitat on their property. This program was designed by natural resource specialists and includes habitat specialists with advanced training in Natural Resource Management. SDSU's program trains students for careers such as these. In fact, many of the current biologists and managers in the Habitat Pays program were trained in the Department. Allowing these students to acknowledge their training with a specialization in NRM will better reflect their education and differentiate them from students more broadly trained in Biology.

Job placement for graduate students in the Department of Natural Resource Management is above 80%, and the outlook for future jobs is very positive. Department of Labor Statistics estimates that the number of jobs in Environmental Science Specialists was 89,500 in 2016, and this field is projected to grow 11%.² Similarly, the number of jobs for Conservation Scientists and Foresters was 34,600 in 2016, and is projected to grow 6%.³

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Biological Sciences (M.S.) – Natural Resource Management Specialization

Prefix	Number	Course Title	Credit Hours	New (yes, no)
NRM	790	Seminar	2	No
		STAT courses numbered 500 level or higher	3	No
		6 additional course credits from BOT, EES, NRM, RANG, WL numbered 500 or higher	6	No
<i>Select one of the following options:</i>				
<i>Option A - Thesis</i>				

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 Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Environmental Scientists and Specialists, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm> (visited March 04, 2019).

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Conservation Scientists and Foresters, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/conservation-scientists.htm> (visited March 20, 2019).

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BIOS	798	Thesis	5-10	No
		Electives	9-14	No
<i>Option B – Research/Design Paper</i>				
NRM	788	Master's Research Problems/Project	2-3	No
		Electives	18-19	No

Total number of hours required for completion of specialization	6
Total number of hours required for completion of major	30-32
Total number of hours required for completion of degree	
Option A	30
Option B	32

Biological Sciences (Ph.D.) – Natural Resource Management Specialization

Prefix	Number	Course Title	Credit Hours	New (yes, no)
60 Credit Plan				
GSR	601	Research Regulations Compliance	1	No
NRM	790	Seminar	2	No
BIOS	898D	Dissertation	30-40	No
		STAT courses numbered 500 level or higher	3	No
		Additional graduate courses approved by advisor and committee and noted on the student's Plan of Study	14-24	No
90 Credit Plan				
GSR	601	Research Regulations Compliance	1	No
NRM	790	Seminar	2	No
BIOS	898D	Dissertation	40-50	No
		STAT courses numbered 500 level or higher	3	No
		Additional graduate courses approved by advisor and committee and noted on the student's Plan of Study	34-44	No

Total number of hours required for completion of specialization	14-44
Total number of hours required for completion of major	60/90
Total number of hours required for completion of degree	60/90

5. Delivery Location⁴

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	2019-2020 Academic Year

⁴ The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	<i>If Yes, list location(s)</i>	<i>Intended Start Date</i>
Off campus	No		

	Yes/No	<i>If Yes, identify delivery methods⁵</i>	<i>Intended Start Date</i>
Distance Delivery (online/other distance delivery methods)	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)?⁶

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery (online/other distance delivery methods)	No		

⁵ Delivery methods are defined in [AAC Guideline 5.5](#).

⁶ This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – H (1)
DATE: August 7-8, 2019

SUBJECT

BOR Policy 3:6 – Housing & Meal Plan (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 3:6 – Housing and Meal Plan](#)

BACKGROUND/DISCUSSION

BOR Policy 3:6 Housing & Meal Plan is being reformatted into the new policy format. There are substantial changes to the policy layout in an attempt to clarify housing and meal requirements with no substantive changes. The policy was reviewed by the Student Affairs Council and the Business Affairs Council.

IMPACT AND RECOMMENDATIONS

The board office recommends that BOR Policy 3:6 be approved with the formatting and definition changes noted in Attachment I. There have been no changes since the first reading in June.

ATTACHMENTS

Attachment I – BOR Policy 3:6 Housing and Meal Plan

DRAFT MOTION 20190807_4-H(1):

I move to approve the second and final reading of the revisions made to BOR Policy 3:6 – Housing and Meal Plan.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Housing & Meal Plans Requirements

NUMBER: 3:6

A. PURPOSE

To establish the expectations of student participation in institutional housing and meal plans as well as to set up a framework for conduct and safety requirements in the residence facilities.

B. DEFINITIONS

1. **Student:** All persons taking courses from the institution, both full-time and part-time, enrolled in undergraduate, graduate, professional or special topic courses, whether credit-bearing or not.

C. POLICY

1. **Student Housing** ~~–General~~Requirement

1.1. **Live On-Campus Requirement** During the first two years from the time they were or would have been graduated from high school, all unmarried students who enroll in six credit hours or more are required to enter into a housing agreement and designated meal plan for the specific living environment with the institution unless special permission to room or dine elsewhere is received from the institution. Permission ordinarily shall be granted to students with dependent children, to students who reside full time during the academic year with parents or legal guardians, or students enrolled primarily at off-campus locations. Students who have enrolled for twelve or more credits for four (4) semesters may be exempted from this agreement at the discretion of the institution. Institutions may also grant exemptions for students when residence hall occupancy exceeds manageable capacity.

Students who are enrolled at a university for a minimum of six (6) on-campus credits are required to live in on-campus housing during the first two (2) years following their high school graduation. Institutions may grant waiver exceptions to the housing requirement based on the waiver exceptions. ~~room elsewhere.~~

1.2. Waiver Exceptions

Waiver exceptions to the housing requirement will ordinarily be granted:

- To students who are married
- To students with dependent children who reside with them

- To students who reside full-time during the academic year at the primary residence of the parent(s) or legal guardian(s) within a designated radius determined by each institution
- To students living in Greek housing who have met campus housing release requirements
- To students who are non-degree seeking
- When residence hall occupancy exceeds manageable capacity
- At the discretion of the institution, after considering the individualized circumstances and determining that the circumstances merit a waiver

2. Meal Plan Requirement

2.1. Meal Plan Requirement

All students living in on-campus housing are required to have a meal plan. Institutions may grant waiver exceptions to dine elsewhere.

2.2. Waiver Exceptions

2.2.1. Waiver exceptions to the meal plan requirement may be granted at the discretion of the institution, after considering the individualized circumstances and determining that the circumstances merit a waiver.

3. Process for Requesting Waiver from the Housing Requirement, Meal Plan Requirement, or Both

Each institution shall create a process through which students can request a waiver from the housing requirement, meal plan requirement, or both.

4. Disclosure Requirements

4.1. Disclosure of Criminal History, Including Sex Offender Status

Each student, student's spouse, dependents or household members, who reside in a housing facility operated by the institution shall disclose on the application form the following:

- Whether he or she is required to register as a sex offender pursuant to law
- Whether he or she has a criminal history of a felony offense that includes a conviction, guilty plea, no contest plea, or suspended imposition of sentence that has not been discharged
 - For each felony offense, provide details identifying any jurisdiction, date of the offense, circumstances of the offense, the sentence or parole conditions and other facts or circumstance that he or she believes to be relevant
 - Disclosure is not required if the felony offense resulted in adjudication as a delinquent child or as a child in need of supervision

5. Criminal History Resulting in the Loss of Privilege to Live in Institutional Housing

The following typically result in the loss of an individual's privilege to live in institutional housing:

- 5.1. No person who is required by law to register as a sex offender may reside in any housing facility operated by the institution
- 5.2. When a person has been found to have committed a felony offense involving use or sale of illegal drugs or involvement in a crime of violence which did or could have resulted in injury to a person
- 5.3. When a person has been found to have committed a felony offense where the circumstances of the offense otherwise reasonably suggest that placement within a housing facility operated by the institution may place the individual into settings that are similar to those in which the original offense occurred

6. Denial of Institutional Housing

The director of housing of each institution may deny an applicant for institutional housing. The denial notice shall identify the process to request a review of the determination.

7. Review of Denial to Reside in Institutional Housing Facilities

Any person, other than a registered sex offender, who has been denied residence in a housing facility operated by the institution may request a review of the determination by the Senior Student Affairs Officer or their designee and shall be provided an opportunity to submit such writings as the person deems necessary and helpful to explain why the institution should permit the person to reside in one of its housing facilities.

8. Residence Hall Rooms and Apartments Private Places

The students' individual residence hall rooms and individual apartments constitute private places to which the general public does not have an unrestricted access right.

9. Institution Carries No Liability for Personal Effects

The institution shall not carry insurance covering loss or damage to those students' personal effects and does not assume responsibility for such loss or damage. As such, it is suggested that students purchase renter's insurance to cover their personal belongings.

10. Alternative Housing During Official Institutional Breaks

Housing office staff shall make reasonable efforts to assist students who are unable to leave the campus during official institutional vacations to locate housing alternatives.

~~The institution shall not carry insurance covering loss or damage to those students' personal effects and does not assume responsibility for such loss or damage.~~

~~3.0. Each student, together with the student's spouse, dependants or household members, who applies, or who is required to apply, to reside in a housing facility operated by the institution shall disclose on the application form whether the student or spouse or any dependant or household member is required to register as a sex offender pursuant to law or whether any such person has a criminal history that includes a conviction, guilty plea, no contest plea or suspended imposition of sentence that has not been~~

~~discharged involving a felony offense, together with details identifying the jurisdiction, date of the offense, circumstances of the offense, the sentence or parole conditions and other facts or circumstance that the student believes to be relevant. Students, spouses, dependants or household members are not required to respond to the felony question if their only felony offenses resulted in adjudication as a delinquent child or as a child in need of supervision. Notwithstanding any other provision of this policy to the contrary, except for persons already residing in institutional housing facilities before July 1, 2006,~~

- ~~4.0.0. Where the application process reports a felony offense involving use or sale of illegal drugs or involvement in a crime of violence which did or could have resulted in injury to a person, the individual may not reside in any housing facility operated by the institution;~~
- ~~5.0.0. Where the circumstances of the offense otherwise reasonably suggest that placement within a housing facility operated by the institution may place the individual into settings that are similar to those in which the original offense occurred, the institution may deny the individual the privilege of residing in any of its housing facilities; and~~
- ~~6.0.0. No person who is required by law to register as a sex offender may reside in any housing facility operated by the institution.~~
- ~~7.0.0. Any person, other than a registered sex offender, who has been denied residence in a housing facility operated by the institution may request a review of the determination and shall be provided an opportunity to submit such writings as the person deems necessary and helpful to explain why the institution should permit the person to reside in one of its housing facilities.~~
- ~~8.0. For purposes of this chapter, the students' individual residence hall rooms and individual apartments constitute private places to which the general public does not have an unrestricted access right.~~
- ~~9.0. Housing office staff shall assist students who are unable to leave the campus during official institutional vacations to locate housing alternatives.~~
- ~~10.0.1.1. The institution shall not carry insurance covering loss or damage to those students' personal effects and does not assume responsibility for such loss or damage.~~

11. Conduct Regulations Expectations

~~Subject to Regental review, t~~The institutions shall establish and publish institutional conduct or behavior regulations that ensure responsible and orderly campus life and promote the general welfare.

11.1. Alleged violations of these regulations shall be processed through the established institutional disciplinary procedures.

~~12.0. Residence hall governments shall approve any modifications made to their institution's hall visitation plans, which may include further restrictions.~~

12. Residence Hall Security

Each institution shall develop and implement residence hall security policy statements that are designed to provide the reasonable security of residents and institutional property. Institutional security measures must include the following:

~~12.2.12.1.~~ Signage that designates that residence halls are for the exclusive use of residents and their guests.

~~12.3.12.2.~~ Designation of public and restricted areas and access regulations related thereto.

~~12.4.12.3.~~ Planned educational programs aimed at education of residents regarding their security responsibilities.

~~12.5.12.4.~~ One or more of the following security monitoring measures during all hours when access to public areas is unrestricted:

~~12.5.1.●~~ Locked entryways to restricted areas;

~~12.5.2.●~~ Staff or mechanical monitoring of public entryways;

~~12.5.3.●~~ A consistently applied and enforced escort policy;

~~12.6.12.5.~~ Other measures deemed necessary and appropriate by the President of each institution.

FORMS / APPENDICES:

None

SOURCE:

RR, 12:04, 1977; BOR, June 1978, ~~P.807, amended~~ September 1979; ~~BOR~~ April 1987; ~~BOR~~ March 1993; ~~BOR~~ December 1995; ~~BOR~~ May 2006; ~~BOR~~ December 2010; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – H (2)
DATE: August 7-8, 2019

SUBJECT

BOR Policy 5-5-1 – Tuition and Fees: On-Campus Tuition (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5-5-1 Tuition and Fees: On-Campus Tuition](#)

BACKGROUND / DISCUSSION

Substantive changes to BOR Policy 5-5-1 – Tuition and Fees: On-Campus Tuition addresses two Board’s decisions: 1) to offer active duty military personnel taking on-campus courses at a rate not to exceed the federal tuition assistance benefit (currently that rate is \$250 per credit hour); and 2) to offer first time freshmen or new transfer students from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming the resident on-campus tuition rate. Both rates are effective beginning with the 2019 summer term and are available only at the undergraduate level.

IMPACT AND RECOMMENDATIONS

The policy has been reviewed by the appropriate councils and recommended for approval of the proposed revisions. There have been no changes since the first reading in June.

ATTACHMENTS

Attachment I – BOR Policy 5-5-1 – Tuition and Fees: On-Campus Tuition

DRAFT MOTION 20190807_4-H(2):

I move to approve the second and final reading of BOR Policy 5-5-1 – Tuition and Fees: On-Campus Tuition with the revisions shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tuition and Fees: On-Campus Tuition

NUMBER: 5:5:1

A. PURPOSE

To establish the tuition structure used for on-campus students; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

B. DEFINITIONS

1. **Active Duty Military Personnel:** A person who is either in the military full time or in the Reserve or National Guard and placed on active duty status as authorized in Title 10, Title 5 and Title 32 of the Department of Defense Instruction 1205.18.
2. **Higher Education Facilities Fund (HEFF):** Represents 11.5% of all tuition collected and can be used for maintenance and repair of academic facilities, building new facilities, and paying rent on specific facilities as authorized in §13-53-15 and §13-53-15.3 and §13-51-2.
23. **On-Campus Tuition:** The charge, whether per credit hour, per semester, or annual, that is assessed to students taking courses delivered on campus for the support of instruction and administrative costs.

C. POLICY

1. On-Campus Tuition

All courses taught on campus will be at the Board approved on-campus tuition rate except for remedial courses.

- 1.1 **Standard On-Campus Tuition Rates:** The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. The on-campus tuition rates are per credit hour rates for the following classifications of students:
 - Undergraduate resident
 - Undergraduate nonresident
 - Graduate resident
 - Graduate nonresident
- 1.2. The on-campus tuition rates are per semester for the following classifications of students:

- Law school resident
 - Law school nonresident
 - Pharmacy resident
 - Pharmacy nonresident
- 1.3. The on-campus tuition rates are per annual rates for the following classifications of students:
- Medical school resident
 - Medical school nonresident

2. Tuition Allocations

- 2.1. All on-campus tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the higher education facilities fund with the exception of the first \$875,000 of Medical School tuition which shall be deposited 100% into the system tuition fund (SDCL 13-53-15).
- 2.2. Salary Competitiveness: Salary competitiveness is a component of tuition. The proceeds shall be used to enhance faculty and non-faculty exempt salaries. The Board will identify the per credit hour rate annually that is committed to the enhancement of salaries as part of the annual tuition and fee setting process.
- 2.3. Institutional Maintenance and Repair: The campuses are required to allocate a portion of each on-campus credit hour to maintenance and repair. The campus M&R dollars are retained locally in a separate fund and the revenue can only be expended on Board approved projects. The Board will identify the per credit hour rate that is to be committed to maintenance and repair as part of the annual tuition and fee setting process.
- 2.4. Critical Maintenance and Repair: The critical deferred maintenance bonds are supported by revenue from each on-campus tuition credit. The critical deferred maintenance funds are deposited centrally. The Board will identify the per credit hour rate that is to be committed to the critical maintenance and repair bonds as part of the annual tuition and fee setting process.
- 2.5. Technology Funds: The Board has identified a portion of each on-campus credit hour that is to be dedicated to technology investments. The technology investments include the amounts needed to support Regents Information Systems and the System Technology Fund. The Board will identify the per credit hour rate that is to be committed to these technology investments.

3. Board Approved Reduced Tuition Programs

A university may request that the Board approve the use of reduced nonresident tuition rates to support enrollment strategies. A university may also request that the Board set differential tuition rates if necessary to maintain or increase the enrollment of selected types of students.

- 3.1. Persons 65 Years of Age or Older: The tuition for resident students sixty-five (65) years of age or older during the calendar year enrolled shall be 55% of the cost of resident tuition.

- 3.2. Graduate Fellows and Assistants: Resident graduate assistants and graduate student fellows shall be assessed 53% of the resident graduate tuition rate for all on-campus courses, nonresidents shall be assessed 63%. (Policy 5:17).
- 3.3. Reserve Officer Training Corps Cadets: South Dakota residents who are junior and senior students and who are contracted senior Reserve Officer Training Corps (ROTC) cadets shall be charged 50% of the undergraduate resident tuition rate established by the Board of Regents for not more than four semesters. (BOR, May 1989, pp. 531 and 533).

A senior cadet is eligible for the special tuition rate as long as he or she:

- remains a resident of South Dakota throughout each semester he or she has applied for benefits;
- has met all the contract eligibility requirements for Senior ROTC and has signed the contract for the programs;
- maintains satisfactory academic progress as defined by the United States Army or Air Force Cadet Command;
- is not receiving a ROTC scholarship and is not a member of the simultaneous membership program.

~~3.4. North Dakota Residents Attending Northern State University: First-time freshmen and new transfer students from North Dakota enrolled beginning with the summer 2004 term at Northern State University shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.~~

3.54. Military Science Courses: Military Science courses offered to military science students shall be offered without payment of tuition. All other required fees shall apply.

3.65. Western Regional Graduate Program (WRGP): Students from the WICHE states can participate in designated WRGP graduate programs at in-state tuition rates. Institutions shall submit to the Board the designated graduate programs participating in the WRGP as part of the Board's annual tuition and fee setting process. The Board's approval of tuition and fees shall include the list of WRGP programs authorized to offer in-state tuition rates to students from WICHE states.

~~3.7. Wyoming Residents Attending Black Hills State University: First-time freshmen and new transfer students from Wyoming enrolled beginning with the summer 2013 term at Black Hills State University shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.~~

~~3.8. Iowa Residents Attending Dakota State University, Northern State University, South Dakota State University, and the University of South Dakota: First-time freshmen and new transfer students from Iowa enrolled at DSU, NSU, SDSU or USD beginning with the summer 2016 term shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.~~

3.96. Western Undergraduate Exchange Tuition Rate for Residents of WICHE States: Undergraduate residents of WICHE states are eligible to attend any of the SD universities at 150% of the resident on-campus tuition rate. Students attending SDSM&T who are new freshmen and first-time transfers starting the summer of 2016 shall be charged the Western Undergraduate Exchange (WUE) tuition rate for

undergraduate courses. The states included are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming.

~~3.107.~~ Children of Alumni: Effective Summer 2015, non-resident undergraduate freshmen students or first-time transfers attending the same university from which one of their parents or legal guardian received a degree can attend at the resident on-campus tuition rate. Eligibility criteria approved by the Board differ between institutions and are available from each university.

3.8. Active Duty Military Personnel: The undergraduate on-campus tuition rate assessed to active duty military personnel may not exceed the federal tuition assistance benefit for active duty military. In addition, active duty military personnel will not be charged mandatory or discipline fees.

3.9. South Dakota Advantage Program: Effective Summer 2019, first time freshmen or new transfer students from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming shall be assessed the resident on-campus tuition rate. This reduced tuition rate is available only at the undergraduate level.

3.9.1. The following undergraduate students previously awarded resident tuition will retain resident rates, within the system:

- Colorado students attending BHSU or SDSM&T beginning with the summer of 2018;
- Iowa students attending DSU, NSU, SDSU, or USD beginning with the summer of 2016;
- Montana student attending BHSU beginning summer of 2018;
- Nebraska student attending DSU, NSU, SDSM&T, SDSU, or USD beginning with the summer of 2018
- North Dakota students attending NSU beginning with the summer of 2004;
- Wyoming students attending BHSU beginning with the summer of 2013.

4. Tuition and Fee Reductions and Waivers Established by the Legislature

The Legislature has established several tuition and fee reductions and waivers for the benefit of specific groups of South Dakota residents. The information in this policy on the legislated reductions and waivers contains only excerpts from the South Dakota Codified Laws and is not intended to provide the necessary detail to administer the programs. Normal fees should be assessed unless specifically waived. SDCL must be referenced for specific guidelines and eligibility criteria. Current information about eligibility requirements is provided in SDCL and shall be available from the Executive Director's office.

4.1. Employees of the State of South Dakota (SDCL §3-20): Employees of the state who meet the following requirements and who are admitted to the university may be eligible for a 50% tuition reduction for state support undergraduate and graduate courses up to a maximum of six credit hours per semester. An employee of the state is eligible for tuition reduction as long as he or she:

- is continuously employed by the state for a period of one year in a benefit eligible position;
- is a bona fide resident of the state;
- maintains an academic grade of 2.0 or better;
- maintains an academic rating of competent or better in the most recent merit appraisal or is otherwise certified as competent by the immediate supervisor; and
- is a benefit-eligible employee.

Registration in any course at the reduced tuition rate shall be limited to space available, as determined by the President or designee; after all of the full-time or full tuition paying student have registered. The Board of Regents shall maintain an annual record of the number of participants and the tuition dollar value of such participation.

4.2. Members of the South Dakota National Guard (SDCL §33-6-5): Any member of the South Dakota National Guard can qualify for a reduced tuition benefit by meeting the following qualifications in SDCL §33-6-7:

- Be a member of the South Dakota Army National Guard Unit or Air National Guard Unit throughout each semester or vocational program for which the member applies for benefits;
- Have satisfactorily completed required initial basic training;
- Have satisfactorily performed duty upon return from basic training, including a minimum ninety percent attendance on scheduled drill dates and at annual training with the member's parent unit;
- Maintain satisfactory academic progress; and
- Provide proper notice to the institution at the time of registration for the term in which the benefits are sought.

4.3. Veterans and Others Who Performed War Service (SDCL §13-55-2): Veterans and others who performed active war service may pursue any undergraduate course or courses without payment of charges for tuition for each month of qualified service or major fraction thereof a month in academic time. No eligible person shall be entitled to less than one or more than four academic years of free tuition. Residence at the time of entry into military service or active war service shall not affect eligibility for this entitlement. Eligibility is limited to persons who reside in this state and who:

- are veterans or others as defined in SDCL §33-17-2;
- are qualified for resident tuition;
- comply with all the requirements for admission;
- are not entitled to have such tuition paid by the United States or are entitled to receive in part from the United States for education and training allowance and in part the expenses of his or her subsistence, tuition, fees, supplies, books and equipment per SDCL §13-15-4.

- 4.4. Children and Spouses of National Guardsmen Disabled or Deceased in Line of Duty (SDCL §13-55-10): South Dakota residents under the age of 25 years whose father, mother, or spouse died or sustained a total permanent disability resulting from duty as a member of the South Dakota National Guard, while on state active duty or any authorized training duty, shall be entitled to tuition without cost and be entitled to attend any course or courses of student.
- 4.5. Visually Impaired Persons (SDCL § 13-55-11 through 13-55-13): Residents of South Dakota who are visually impaired and who are eligible for admission may pursue any course of student without payment of tuition and fees that other students are required to pay directly to the university until they have received two hundred twenty-five (225) semester hours of credit or its equivalent.

A person shall be deemed to be visually impaired if he or she cannot, with use of correcting glasses, see sufficiently to perform ordinary activities for which eyesight is essential. The impairment shall be certified according to SDCL §13-55-11.1.

- 4.6. Children of Residents Who Died During Service in Armed Forces (SDCL §13-55-6 through 13-55-9): Certain children of residents who died while in the service of the armed forces of the United States are entitled to free tuition and to any course or courses of study without the payment of any charges or costs, therefore:

4.6.1. Eligibility is limited to South Dakota residents under the age of twenty-five years.

4.6.2. The deceased parent, mother or father, must have been a veteran as defined in SDCL § 33-17-1, must have been a bona fide resident of South Dakota for at least six months immediately prior to entry into active services, and must have died from any cause while in the service of the armed forces of the United States.

- 4.7. Dependents of Prisoners or Missing in Action (SDCL §13-55-9): Dependents of prisoners of war or persons missing in action, upon being admitted to a university, shall be entitled to eight semesters or twelve quarters, free of tuition and mandatory fees, other than subsistence expenses, for either full- or part-time student, for so long as he or she is eligible.
- 4.8. Certain Elementary and Secondary Teachers and Vocational Instructors (SDCL §13-55-24): Certain elementary and secondary school teachers and vocational instructors may pursue any undergraduate or graduate course upon payment of 50% of tuition and 100% of required fees.

Eligibility is limited to teachers and vocational instructors who:

- are bona fide residents of South Dakota;
- are employed by an accredited school as a teacher as defined in Title 13;
- are required by state law, administrative rules or an employment contract to attend college as a condition of employment or to maintain a certificate to teach;
- are certified as eligible for this program by the school district or private school by which they are employed; and

- maintain an average academic grade of 3.0 or better.

The right of any teacher or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying student have registered.

An eligible teacher or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the academic year shall begin with the fall semester and include all of the following summer.

- 4.9. Survivors of Certain Fire Fighters, Certified Law Enforcement Officers and Emergency Medical Technicians (SDCL §13-55-22): If a firefighter or certified law enforcement officer or an emergency medical technician dies as a direct result of injuries received in performance of official duties, the survivor, upon being duly accepted for enrollment into any state-supported university of higher education or state-supported technical or vocational school, shall be allowed to obtain a bachelor's degree or vocational degree for so long as the survivor is eligible, free of any tuition. However, the bachelor's degree or vocational degree shall be earned within a thirty-six month or eight semester period or its equivalent.
- 4.10. Reciprocity Tuition Rate for Minnesota Residents (SDCL §13-53B): Minnesota residents shall be charged the rate established in the tuition reciprocity agreement between the South Dakota Board of Regents and the Minnesota Higher Education Coordinating Board. (See Policy 1:16 – Interstate Tuition Agreements.)
- 4.11. Resident Tuition for Rehabilitation Services Clients: All nonresidents who are receiving tuition support from the South Dakota Division of Rehabilitation Services are entitled to pay tuition at resident rates.

5. Reduced Tuition Program Limitation

A student is only eligible to participate in one reduced tuition program at any point in time. The student will be assigned the appropriate student type that provides the student with the greatest reduced tuition benefit.

FORMS / APPENDICES:

None

SOURCE:

BOR October 2014; ~~BOR~~ August 2006; ~~BOR~~ June 2011; ~~BOR~~ April 2013; ~~BOR~~ March 2016; ~~BOR~~ December 2016; ~~BOR~~ June 2017; ~~BOR~~ March 2018, _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – H (3)

DATE: August 7-8,, 2019

SUBJECT

Revision to BOR Policy 5:15 – Athletics (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR POLICY 5:15 - ATHLETICS](#)

BACKGROUND / DISCUSSION

This is the second reading of the proposed policy revisions to BOR Policy 5:15 – Athletics, no changes have been made since the first reading. These changes are in response to the NCAA recommendations for the four key components needed in an athletics policy, including, 1) Fiscal Responsibility, 2) Academic Integrity, 3) Student Athlete Welfare, and 4) Rules Compliance. In addition, it is imperative that the Board adopt an athletic philosophy statement to establish institutional control, and vest the responsibility of athletic program oversight in the institutional President.

The policy changes outlined in Attachment I clearly identify that the Board vests the responsibility and authority over university athletic programs in the President, including budget oversight of athletics. In addition, the changes emphasize the importance of student athlete well-being, promotes fair and equitable treatment, and underscores the importance of academics for student athletes. The proposed changes to Section C (2) removes the requirement for an annual report comparing student athlete academic success to that of the general student population. This report has historically shown that student athletes are high performing students.

IMPACT AND RECOMMENDATIONS

The board staff recommendation is to approve the second and final reading of BOR Policy 5:15 and adopt the revisions.

ATTACHMENTS

Attachment I – BOR Policy 5:15 Proposed Revisions

(Continued)

DRAFT MOTION 20190807_4-H(3):

I move to approve the second and final reading of revisions to BOR Policy 5:15 - Athletics.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Athletics

NUMBER: 5:15

A. PURPOSE

To establish the principles and philosophies of the SD Board of Regents (the Board) on intercollegiate athletics, including fiscal responsibility, academic integrity, student athlete well-being and compliance with Board policies, conference and division rules.

Subject to the requirements of state and federal law and Board policy, institutions which participate in intercollegiate athletic competition shall abide by the rules and regulations promulgated by the appropriate national governing association and all regional subdivisions or conferences of which the institutions are members.

B. DEFINITIONS

1. **Institution:** 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. **Annual Athletic Report:** An annual statement of income and expenses for athletics at each University.

C. POLICY

The Board is committed to the philosophy of firm institutional control of athletics, to the academic and financial integrity of athletic programs, and to the accountability of athletic departments to the mission, values and goals of the SD Board of Regents and its institutions.

1. Board Statement of Athletic Principles

- 1.1. The educational values, practices and mission of the SD Board of Regents and its individual Institutions determine the standards by which intercollegiate athletics programs are conducted.
- 1.2. The responsibility and authority for the administration of the athletics department, including policies, personnel, and financial management are vested in the President of the Institution.
- 1.3. The student athlete's well-being, health, and safety are the top priority of the athletic administration.
- 1.4. The Board regards the student athlete primarily as a student, with academic qualifications, individual rights, personal interests, and aspirations similar to those of all

students. Student athletes shall be provided with the same academic experience as their classmates.

- 1.5. The Board is committed to providing every student athlete with fair and equitable treatment.
- 1.6. The admission of student athletes will be based on their demonstration of promise to be successful in a course of study leading to an academic degree, and that judgment will be made by individuals in the institutional admissions department. The student athlete must meet the Board's admissions criteria, in addition to the eligibility requirements set by the appropriate athletic division.
- 1.7. Continuing eligibility to compete in intercollegiate athletics will be based on the student's ability to meet the academic standards as established by the Board, and set forth by the appropriate athletic division.
- 1.8. All funds raised and spent in connection with intercollegiate athletics programs will be reported through the Annual Athletic Report; the athletics department budget will be developed and monitored in accordance with the Institution's budgeting procedures.
- 1.9. All athletics-related income from non-university sources for coaches and athletics administrators will be reviewed and approved by the President of the Institution. In cases where the income involves the university's functions, facilities or name, contracts will be negotiated with the Institution.
- 1.10. As required by the appropriate athletic division's compliance rules, the Institution will complete academic and fiscal audits. The Institution will correct any deficiencies and will manage athletic programs in a manner worthy of this distinction.

2. Athletic Program Requirements

- 2.1. Institutions must have approval of the Board before changing athletic conferences or divisions.
- 2.2. All costs for intercollegiate athletics shall be met from the following fund sources:
 - ~~A.~~ Student general activity fee revenue;
 - ~~B.~~ State general fund resources;
 - ~~C.~~ Funds generated directly by athletic programs, including, without limitation, gate receipts, guarantees, concessions, advertising, institutional fundraising, product endorsements, broadcast licenses, athletic mark royalties;
 - ~~D.~~ Commissions and other athletic business related income;
 - ~~E.~~ Funds transferred from the institutional foundation to support athletic programs;
 - Institutional overhead charged back to campus operations.
 - ~~F.~~ _____
- 2.3. Athletic scholarships may be funded from athletic gate receipts, athletic sponsorships, athletic broadcasting agreements, athletic guarantees, athletic commissions, 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 and donations.

~~2.3.~~

2.4. Athletic scholarships may not be funded by reducing either the number of academic scholarships or amounts, or the inflation adjusted gross sum provided by the Institution's foundation for academic scholarships, below the levels in effect at the time an ~~institution~~ Institution changes divisions or conferences.

2.5. Athletic scholarships will not be awarded to any student who does not meet the standard admission requirements of the ~~I~~ Institution; scholarships may not be awarded to a student admitted by the ~~I~~ Institution under an exception policy.

2.6. At the end of each fiscal year, the Annual Athletic Report shall be provided to the Executive Director/CEO.

~~Institutions will provide annually to the Board of Regents information on their athletic programs that will include:~~

~~A. Comparisons by sports of participating athletes, scholarship athletes, and the student population on admissions by exception, ACT sub-test scores in math and English for entering students, proficiency exam passage on initial attempt, GPA, and graduation rates.~~

~~B. At the end of each fiscal year an income and expense statement for athletics shall be provided to the Executive Director.~~

FORMS / APPENDICES:

None

SOURCE:

BOR, April 1992; December 2002; June 2004, March 2006; March/April 2010; December 2012; August 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – H (4)

DATE: August 7-8, 2019

SUBJECT

BOR Policy 6:12 – Bomb Threats (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:12 – Bomb Threats](#)

BACKGROUND / DISCUSSION

BOR Policy 6:12 – Bomb Threats is one of the final finance policies that is being reviewed and put into the new format. The current policy focusing on bomb threats is outdated given the many threats that institutions now deal with, and therefore, is being updated to clarify campus authority and responsibility as well as updating the penalties for false threats.

IMPACT AND RECOMMENDATIONS

The Business Affairs Council and the Council of Presidents and Superintendents have reviewed the policy revisions and support the suggested changes. Attachment I shows the policy in the new format along with the proposed revisions. One change has been made since the first reading. The phrase “with all affected staff along with table-top exercises conducted annually” has been removed from the first paragraph of the policy.

~~All of the institutions shall have a documented emergency procedures in place addressing actions and responsibilities of campus personnel during natural or human threats and potential disasters, on file in the available to the Board of Regents Office. The plans should be reviewed annually with appropriate training conducted with all affected staff along with table top exercises conducted annually. The policy shall identify those individuals who have the authority to make necessary, permitted or mandated actions. There shall be an indication of persons who have such authority in the absence of those holding primary authority. The Board Office shall be notified as soon as possible.~~

Staff recommend approval of the revisions to BOR Policy 6:12.

ATTACHMENTS

Attachment I – BOR Policy 6:12 – Bomb Threats

DRAFT MOTION 20190807_4-H(4):

I move to approve the second and final reading of the revisions to BOR Policy 6:12 – Bomb Threats as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Bomb Threats~~Emergency Response

NUMBER: 6:12

A. PURPOSE

To ensure all BOR institutions have plans and procedures in place to respond to emergency situations.

B. DEFINITIONS

None

C. POLICY

1. Campus Authority

All of the institutions shall have ~~a documented~~ emergency procedures in place addressing actions and responsibilities of campus personnel during natural or human threats and potential disasters. on file in the available to the Board of Regents Office. The plans should be reviewed annually with appropriate training conducted. ~~–~~The policy shall identify those individuals who have the authority to make necessary, permitted or mandated actions. There shall be an indication of persons who have such authority in the absence of those holding primary authority. ~~The Board Office shall be notified as soon as possible.~~

1.1. Presidents and superintendents shall have the responsibility and authority to make appropriate adjustments to the academic calendars as well as campus operations in the event that ~~bomb threats occur~~ of an emergency. See policy 4:40 Emergency Closings. The Board Office shall be notified as soon as possible.

2. False Reports

Persons who make false ~~threats~~ bomb reports with the intent to deceive, mislead or misinform others concerning the placing or planting of explosive devices, chemicals, or other dangerous substances may, on the first offense, be found guilty of a Class ~~6~~ felony misdemeanor, which could lead to incarceration for ~~two one~~ years and up to a \$41,000 fine. ~~A second offense is a Class 5 felony which could lead to incarceration for five years and a \$5,000 fine.~~ Restitution for any expenses incurred as a result of the false report is also mandated under statute.

~~2. Presidents and superintendents shall have the responsibility and authority to make appropriate adjustments to the academic calendars as well as campus operations in the event that bomb threats occur.~~**3. Board Authority**

The Board of Regents may authorize expenditure of a reward for information leading directly to the arrest and conviction of any person(s) making ~~bomb threats~~ false threats to a Regental institution.

FORMS / APPENDICES:

None

SOURCE:

BOR, June 1992; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – H (5)

DATE: August 7-8,, 2019

SUBJECT

BOR Policy 4:4 – NFE Employment Provisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:1 – General Personnel Policy](#)

[BOR Policy 4:8 – General Non-Faculty \(NFE\) Grievance Procedure](#)

[BOR Policy 4:33 – Reduction in Force – Non-Faculty Exempt Employees](#)

[BOR Policy 4:44 – Administrators, Professional and Student Employees \(NFE\) Code of Conduct/Misconduct](#)

[BOR Policy 4:46 – Professional and Administrative Employee \(NFE\) Compensation Administration](#)

BACKGROUND / DISCUSSION

These policy revisions were discussed at the June 2019 BOR meeting, and no changes have been made to the proposed revisions since that meeting. These policy changes are being proposed to structure the policy manual into a more streamlined structure. In order to accomplish this, the proposed changes would create BOR Policy 4:4 as the single policy related to non-faculty exempt (NFE) employment provisions. This requires a modification to BOR Policy 4:1, and elimination of BOR Policies 4:8, 4:33, 4:44, and 4:46 as the provisions of those policies would now be placed into the new BOR Policy 4:4.

The majority of changes to the policy included removing unnecessary language, the substantive changes to the policy are outlined below and summarized by policy:

BOR Policy 4:1 – General Personnel Policy

The provisions of BOR Policy 4:1 pertaining to NFE employees are outlined in Sections C(1) and C(2) of the new policy, and can also be found in Attachment II.

1. More specifically defines which employees receive annual employment contracts.

(Continued)

DRAFT MOTION 20190807_4-H(5):

I move to approve the adoption of BOR Policy 4:4, the proposed revisions to BOR Policy 4:1, and the elimination of BOR Policies 4:8, 4:33, 4:44, and 4:46.

2. Specifically addresses that contracts may be non-renewed without cause and that non-renewal is not an action which can be grieved.

BOR Policy 4:46 – NFE Compensation Administration

The provisions of BOR Policy 4:46 are outlined in Section 3 of the new policy. Substantive changes are outlined below:

1. Language change to align with new policy revision in BOR Policies 1:5 and 1:6 related to delegation of authority.
2. Added specific language which states that when an NFE employee teaches a course as an overload that the work related to that course instruction needs to be completed outside of the scope of their regular position.

BOR Policy 4:33 – NFE Compensation Administration

Section 4 of the new policy includes the language from BOR Policy 4:33. Substantive changes are outlined below:

1. Updated the definition of a layoff to align with administrative rules.
2. Removed Section 5 relating to benefits as it is process related and the benefits related matters are handled through the SD Bureau of Human Resources.

BOR Policy 4:44 – Code of Conduct

Section 5 of the new policy includes language from BOR Policy 4:44. Substantive changes include:

1. Elimination of references to the board review and approval of disciplinary actions, this is not current practice and employees are given that opportunity through grievance processes.
2. Disciplinary actions outlined in Section 2 of the current policy include suspension with or without pay, but the policy contradicts itself in Section 3 and states that the institution can only suspend with pay, pending final action of the board. The language requiring the suspension with pay pending final action of the board has been removed in the new policy language.
3. Included a statement that disciplinary action, up to and including termination, could be taken for misconduct.
4. Minor changes to the definitions of misconduct to simplify and make less legalistic.

BOR Policy 4:8 – Grievance Procedures

Section 6 of the attached policy outlines the provisions from BOR Policy 4:8 relating to grievance procedures.

1. Limited the definition of grievance to only actions that directly affect the terms and conditions of employment for the individual employee.

2. Section 4 in the current policy mirrors the administrative procedures act so that section was removed entirely and replaced with a reference to the appropriate statute.

IMPACT AND RECOMMENDATIONS

The Board staff recommends approval of the second reading of BOR Policy 4:4, the proposed revisions to BOR Policy 4:1, and the elimination of BOR Policies 4:8, 4:33, 4:44, and 4:46.

ATTACHMENTS

Attachment I – Proposed BOR Policy 4:4 - Non-Faculty Exempt Employment Provisions

Attachment II – Proposed Revisions to BOR Policy 4:1

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Non-Faculty Exempt Employment Provisions

NUMBER: 4:4

A. PURPOSE

To define the process and provisions relating to the appointment, employment, conduct expectations, compensation practices, and grievance procedures for Non-Faculty Exempt (NFE) employees. This policy supersedes all other BOR policies relating to NFE employees.

B. DEFINITIONS

1. **Executive Director:** The chief executive officer of the SD Board of Regents.
2. **Grievance:** An alleged misinterpretation, misapplication or violation of a specific term or provision of Board policy, or other agreements, contracts, policies, rules, regulations or statutes that directly affect terms and conditions of employment for the individual employee.
3. **Institution:** Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and the Visually Impaired, State School for the Deaf, University of South Dakota, and the Office of the Executive Director.
4. **Internal Equity Adjustment:** A salary adjustment to reduce or eliminate an internal pay rate disparity within an Institution or defined Institutional department.
5. **Market Equity Adjustment:** A salary adjustment to reduce or eliminate an external pay rate disparity using recognized market data and peer groups.
6. **Non-Faculty Exempt (NFE):** Employees who are exempt from the Civil Service Act by virtue of their administrative and professional functions.
7. **Performance Adjustment:** A salary adjustment made in recognition of work performance that meets or exceeds performance standards documented through an established review process.
8. **President:** The chief executive officer of a South Dakota Board of Regents University.
9. **Student Employee:** Student employees, including teaching and research fellows, are exempt from the Civil Service System. Student employees are considered temporary employees and not eligible for benefits unless meeting the requirements under the Affordable Care Act.
10. **Superintendent:** The chief executive officer of a South Dakota Board of Regents Special School.

11. Working Day: Monday through Friday, except for holidays and other times when the Institution's administrative offices are closed.

C. POLICY

1. Appointment

All NFE Institutional personnel will be employed upon the approval of the President, Superintendent, or Executive Director. BOR Policies 1:5 and 1:6 outline when Board approval is required for appointment.

- 1.1. If an Institution wishes to hire a candidate who was previously terminated for cause, or who resigned in lieu of termination, the President or their delegate, and the Office of the Executive Director shall be advised of the circumstances surrounding the termination. The President, Superintendent, or Executive Director will approve or deny the rehire based upon legitimate business and position related reasons.
- 1.2. If an Institution appoints a candidate who is employed by another Institution, the Institutions shall share position related information with the requesting academic or human resource office, and the appointing authority will consider that legitimate business and position related information in the hiring process prior to appointment.

2. Employment Contracts

- 2.1. Upon appointment of a benefit-eligible employee, the University or Special School will issue an employment contract, which may be renewed annually at the discretion of the University President or Superintendent.
- 2.2. NFE employment contracts shall not be more than one year in length, unless otherwise specified in, and issued pursuant to, BOR Policy 4:49.
- 2.3. During a valid contract term, NFE employees may be reassigned for non-discriminatory purposes without cause to any position, so long as the salary is not decreased during the term of the current contract.
- 2.4. NFE Employment contracts may be non-renewed without cause by providing written notice of the non-renewal to the NFE employee prior to the expiration of the current contract term.
- 2.5. An NFE employment contract creates no obligation of the Institution for continued employment beyond the term of the contract and non-renewal of the contract is not an action which can be grieved under BOR or Institutional policy.
- 2.6. NFE employment contracts may be terminated for cause, or as a part of a reduction in force in conformity with this policy and applicable law.

3. Compensation Administration

- 3.1. All compensation adjustments that meet the criteria identified in BOR Policy 1:5(5) and 1:6(4) require Board approval.
- 3.2. Compensation upon Hire or Transfer
 - 3.2.1. Compensation for employees at hire or transfer will be set comparative to the market value of the position as well as the internal equity of the Institution.

3.2.2. Institutional hiring authorities shall consult with human resources on compensation decisions at hire or transfer, and the Institution shall consider the position requirements, institutional priorities and the candidate's education, experience, skills, and abilities.

3.3. Annual Salary Adjustments

Decisions concerning annual salary policy adjustments will be made in accordance with legislative process and BOR policies. The President, Superintendent or Executive Director determines the Institutional priorities and establish guidelines for salary allocations.

3.3.1. Administrators responsible for making individual salary recommendations will follow approved guidelines:

3.3.1.1. The Legislature will identify the salary pool and the Board will approve a total salary policy pool for which Institutions can distribute based on market, performance or institutional priorities.

3.3.1.2. The President, Superintendent or Executive Director can apply institutional priorities to a specific department or area of concentration so long as it is a portion of the total salary policy pool.

3.3.1.3. Administrator recommendations will be reviewed by the appropriate Vice President and/or President.

3.3.1.4. All annual salary policy for benefit eligible employees must be applied through the HRFIS system, those meeting the criteria for Board approval in BOR Policy 1:5 or 1:6 must be report to the Board for approval at its regularly scheduled meeting in May.

3.4. Other Base Salary Adjustments

3.4.1. Additional Duty Pay: An increase, permanent or temporary, to base salary not exceeding ten percent (10%) may be granted based on a documented additional workload;

3.4.2. Duties and Responsibilities Changes: An increase based upon significant change in the duties, scope and responsibility of a position as documented in an approved position description.

3.4.2.1. The adjustment shall be consistent with previous institutional priority decisions of the Institution and must be made in light of internal equity.

3.4.3. Internal Equity Adjustment: An increase to base salary to reduce or eliminate documented institutional internal salary disparities that are found after an analyses of position duties, individual qualifications, experience, longevity, work performance or institutional priorities.

3.4.4. Market Adjustment: An increase to base salary to reduce or eliminate a documented external salary inequity.

3.5. Instruction of Academic Courses

- 3.5.1. An NFE employee may be allowed to instruct an undergraduate or graduate course with the appropriate approval process at the Institution.
- 3.5.2. Compensation for the instructional work should be comparable to the rates provided to temporary faculty for comparable instruction.
- 3.5.3. If the instructional workload is assigned as an overload, the work related to course instruction should be completed outside of the scope of the employee's regular position.

4. Reduction in Force

4.1. An Institution may lay off or reduce the percent time of an NFE employee during a current contract term for the following reasons:

- 4.1.1. Legislative action;
- 4.1.2. Loss of grant, contract or other funding;
- 4.1.3. Governor's executive order; or
- 4.1.4. Reorganization. An Institution may only use this as a means to lay off an employee for such occasions as privatization, the movement of a function to another state agency, the elimination of an organizational function, the consolidation of departments or functions, or a reduction in a program's activities.

4.2. Layoff Notification

4.2.1. An employee shall be given a minimum of fourteen (14) calendar day's written notice prior to the effective date of the layoff or reduction in percent time. The notice shall include:

- 4.2.1.1. The effective date and reason(s) for the layoff;
- 4.2.1.2. Information concerning the right to appeal;
- 4.2.1.3. The timeline in which the employee may present reasons in writing why the layoff should not take place;
- 4.2.1.4. Notice is effective the day of deposit in the mail of a certified notice, the date electronically sent, or the date personally delivered to the employee.

4.2.2. A copy of the layoff notification should be forwarded to the system human resources officer at the time the action is taken.

4.3. Priorities for Layoff

4.3.1. When more than one NFE employee exists in any classification, department, or geographic location designated for a reduction in force, the following criteria will be used to identify the employee(s) who will be laid off or have reduced hours:

- 4.3.1.1. Performance;
- 4.3.1.2. Longevity with the Institution and employment status;
- 4.3.1.3. Special knowledge, skills, abilities and potential of the employee;

4.3.1.4. Type and mixture of funding for position and fund status;

4.3.1.5. Future needs of the department;

4.3.1.6. Geographic location.

4.4. Benefits

4.4.1. Any accrued and vested leave will be paid in accordance with South Dakota administrative rules and statutes.

5. Code of Conduct

Employees are expected to maintain an effective, orderly, safe and efficient work environment.

5.1. Professional Conduct/Misconduct Defined

5.1.1. Disciplinary action, up to and including termination, may be taken, upon notice and a right to respond, for conduct within or outside the scope of employment. Disciplinary action may be taken for just cause, including, but not limited to the reasons listed below:

5.1.1.1. The employee has violated any Board of Regents or institutional policy;

5.1.1.2. The employee violated a confidentiality agreement, non-disclosure agreement, policy, regulation, or law;

5.1.1.3. The employee disrupts the efficiency or morale of the department;

5.1.1.4. The employee is careless or negligent with the money or other property of the state or property belonging to any person receiving services from the state or has stolen or attempted to steal money or property of the state or property belonging to any person receiving services from the state;

5.1.1.5. The employee has failed to maintain a satisfactory attendance record based on the established working hours or has had unreported or unauthorized absences;

5.1.1.6. The employee has made a false or misleading statement or intentionally omitted relevant information during the application and selection process;

5.1.1.7. The employee has intentionally falsified a state record or document;

5.1.1.8. The employee has violated statutes or standard work rules established for the safe, efficient, or effective operation of the campus;

5.1.1.9. A failure to correct deficiencies in performance;

5.1.1.10. A breach of recognized published standards of professional ethics for the employee's profession;

5.1.1.11. Conviction of any felony or the conviction of a misdemeanor involving immoral actions;

5.1.1.12. The unlawful or unauthorized manufacture, distribution, dispensing, possession or use of alcohol or controlled substances while on duty or while on premises owned and controlled by the Board of Regents or used

by the Board of Regents for educational, research, service or other official functions.

5.1.1.13. Insubordination,

5.1.1.14. The use of alcohol, marijuana, or other controlled substances, which significantly impairs performance of duties.

5.1.1.15. Theft of state owned or controlled property.

5.1.1.16. Intentionally and wrongfully counseling, inciting, or participating in a prohibited student or employee activity.

5.1.1.17. Any substantial or irremediable impairment of the ability of a staff employee to perform assigned duties.

5.2. Termination of Faculty Appointment

If an NFE employee holds faculty rank, and/or tenure, then the appropriate faculty termination procedures shall be applied.

6. Grievance Procedures

The grievance procedure provides a just and equitable method for resolution of grievances that affect the terms and conditions of employment.

6.1. General Provisions

6.1.1. Grievance procedures are available to NFE employees.

6.1.2. No offer of settlement of a grievance by either party shall be admissible as evidence in later grievance proceedings or elsewhere.

6.1.3. No settlement of a grievance shall constitute a binding precedent in the settlement of similar grievances.

6.1.4. If the grievant fails to act within the time limits provided herein, the administration will have no obligation to process the grievance and it will be deemed withdrawn.

6.1.4.1. The parties to any grievance may, by mutual written agreement, waive the time limits provided herein.

6.1.5. If the administration fails to act in time, the grievant may proceed to the next review level by filing the grievance with the appropriate official and within the timeframe required under Section 6.2 and any subsequently issued decision on the matter at the bypassed level will be void.

6.1.6. The Board, administration, or supervisors shall not retaliate against any non-faculty exempt employee for filing or participating in a grievance.

6.1.7. Employees who voluntarily terminate their employment shall have their grievances under this policy immediately withdrawn and shall not benefit by any later settlement of an individual or group grievance.

6.1.8. Grievance records shall not be maintained in the individual's personnel files, but shall be maintained in a separate file.

6.1.9. Required written notice may be sent via the Postal Service, delivered by hand, or sent through electronic mail.

6.1.9.1. Notice will be effective on the date postmarked by the Postal Service, on the date delivered by hand or on the date sent electronically, provided that, where disruption of institutional electronic communications systems interferes with delivery of an electronic notice, the effective date of notices sent electronically will be delayed until service has been restored.

6.1.10. Grievances will be filed with the lowest administrative level having the authority to dispose of the grievance. If the office of the President, Executive Director or Vice President represents the lowest administrative level having authority to dispose of the grievance, then the grievance will be filed at Step 2, Step 3 or Step 4 as applicable.

6.1.11. Throughout the grievance process, the grievant shall include copies of the original grievance and all responses and decisions from prior steps, if any.

6.2. Grievance Procedures

6.2.1. Step One – Grievance to Immediate Supervisor

6.2.1.1. An employee may file a grievance in writing with the immediate supervisor within fourteen (14) calendar days of the date on which the grievant knew, or should have known, of the action or condition which occasioned the grievance.

6.2.1.2. The supervisor, upon receipt of the grievance, will investigate and provide a response to the grievant within seven (7) calendar days.

6.2.1.3. If the employee is not satisfied with the response, the employee has seven (7) calendar days to proceed to the next step.

6.2.2. Step Two – Grievance to Vice President

6.2.2.1. The employee may submit, in writing, a grievance of decision of the supervisor to the appropriate Vice President of the institution.

6.2.2.2. A written response shall be delivered to the employee within fourteen (14) calendar days following receipt.

6.2.3. Step 3 – Grievance to President, Superintendent or Executive Director

6.2.3.1. The employee may grieve, in writing, the decision from step two to the President, Superintendent or Executive Director.

6.2.3.2. The President, Superintendent or Executive Director shall investigate the matter, personally or through an appointed designee or panel.

6.2.3.3. A written response shall be delivered to the grievant within fourteen (14) calendar days following receipt.

6.2.3.3.1. A copy of the decision shall be provided to the employee, supervisor, Vice President, and President, Superintendent or

Executive Director as applicable, and shall include a statement of findings and conclusions supporting the decision.

6.2.3.4. If the employee is dissatisfied with the response rendered, the employee has seven (7) calendar days following receipt to proceed to step four.

6.2.4. Step 4 – Grievance to the Board

6.2.4.1. The employee may grieve the decision of the President to the Board.

6.2.4.2. The Executive Director may attempt to achieve an informal resolution of the grievance. If the Executive Director elects not to pursue informal resolution, or if informal resolution cannot be secured, the Executive Director shall select a hearing examiner.

6.2.4.3. The hearing examiner shall hold investigative hearings with all parties involved in the grievance and prepare proposed findings of fact and conclusions of law for the Board's consideration.

6.2.4.4. The Board's decision shall be issued to the employee within ten (10) calendar days from the date the grievance is considered by the Board. If the Board fails to respond within the specified time period, or if the employee is not satisfied with the decision, the employee may grieve in accordance with South Dakota Codified Law Chapter 1-26

FORMS / APPENDICES:

None.

SOURCE:

August 2019.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: General Terms & Appointments

NUMBER: 4:1

~~1. Preamble~~

A. PURPOSE

To establish the general terms and appointment provisions for Civil Service Act, Student and Faculty employees of the Board of Regents. ~~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.

B. DEFINITIONS

None.

C. POLICY

1. Types of Employment Classification

~~A.1.1.~~ Civil Service: Civil Service Employees (CSA) are employees that are provided for under SDCL 3-6A-13, which applies to all positions in the executive branch of state government. All Civil Service employees are subject to Bureau of Human Resources Rules and Regulations as well as applicable BOR policies. Activities within the Civil Service System are also governed by SDCL § 3-6 and the Joint Powers Agreement between the Civil Service Commission and the South Dakota Board of Regents.

~~Non Faculty Exempt: Administrative or professional employees are exempt from the State Civil Service System by virtue of their administrative and professional functions. Academic administrators may have both administrative and faculty assignments. Questions involving the administrative duties of academic administrators will be resolved under those policies and procedures that apply generally to administrators. Questions involving the faculty assignments of academic administrators will be resolved pursuant to those policies that apply to non-unit faculty members.~~

~~—Student Employees: Student employees, including teaching and research fellows, are exempt from the Civil Service System. Student employees are considered temporary employees and not eligible for benefits.~~

1.2. Faculty:

- ~~1.1.2.1.~~ 1.1.2.1. **Non-Unit:** Non-Unit Faculty are employees that are in faculty related positions who are exempt from the State Civil Service System and exempt from the bargaining unit (COHE) and perform research, instruction, and other faculty duties. Departments that are exempted from the COHE collective bargaining unit are Medical School, Law School, Institute of Atmospheric Sciences, and 2010 Research Initiative. All non-unit employees are subject to the BOR as well as institutional policies, procedures, rules and regulations.
- ~~2.~~ 2. **Unit:** Unit Faculty are employees that are in faculty related position who are exempt from the State Civil Service System and perform research, instruction, and other faculty duties. These employees are members of the Council of Higher Education (COHE) which have a collective bargaining agreement (CBA) and are the recognized union representatives. All unit employees are subject to the collective bargaining agreement and those rules, regulations, policies, and procedures not governed by COHE.

2. Institutional Appointment

All institutional personnel will be employed upon the recommendation of the president or superintendent of the institution and upon the approval of the Board of Regents. Before a campus appoints a candidate who has been employed by a Board of Regents institution AND who has been either terminated or allowed to resign in lieu of being terminated, the institutional executive officer and the board office shall be advised of the circumstances surrounding the separation. If a candidate is currently employed by an institution and applies for another position in the system, the employee's institutional human resource office or academic affairs office, as appropriate, will share job-related information with the requesting academic or human resource office in the system.

~~B.2.1.~~ B.2.1. Faculty members shall receive written appointment notice, signed by the President, Superintendent, or Executive Director, for each year they are employed by the Board. Unless otherwise agreed or established, the faculty member shall have twenty calendar days to accept the employment offer, and the employment contract shall not become binding until the notice is executed by both the faculty member and the appointing authority and approved by the Board of Regents.

~~C.2.2.~~ C.2.2. The provisions of this Policy Manual, the institutional Policy Manual, the appointment notice, and applicable law become part of the terms and conditions of every appointment contract. Any understanding, promise, term, condition or representation not thereby contained or included in the contract is of no effect.

~~D.3.~~ D.3. Faculty Appointment and Contract Evaluation

~~E.3.1.~~ E.3.1. An appointment extended to a member of the faculty at a higher education institution will be of one of the following types: term, tenure-track, or tenure.

- F.3.2.** The University of South Dakota School of Medicine may also appoint to its academic faculty certain individuals who are retired, self-employed or employed by third parties. Individuals who receive such appointments shall not be employees of the School of Medicine, and they will not be eligible for tenure, though the School of Medicine may assign them academic rank or grant them promotions in keeping with its published standards for appointment and promotion, and subject to approval by the Board.
- G.3.3.** An appointment extended to a member of the research faculty at a higher education institution will be of one of the following types: a fixed term, probationary, or continuing; provided that in rare and exceptional circumstances, the Board may grant a tenure appointment to a research faculty member. (See BOR Policy 4.11 Rank and Promotion for a detailed listing of all faculty related positions).
- H.3.3.1.** Term Appointments: A term contract may be either part-time or full-time and will be of a definite term, not to exceed one year, unless the extended contract is approved by the Board. A term contract will terminate automatically at the end of the term unless the Board expressly renews the contract.
- I.3.3.1.1.** The Board recognizes that faculty members who have received several consecutive full-time contracts will come subjectively to expect continued employment on the same basis. Under Board policy, in the absence of an award of tenure, such unilateral expectations, however natural they may be, can never become constitutionally protected property interests. Nevertheless, once a decision has been made not to reissue a subsequent term contract to such faculty Members, professional courtesy requires that they be accorded an opportunity to assure themselves that the rationale and factual basis for the decision have been reviewed formally by superior authorities and have been found satisfactory.
- J.3.3.1.2.** To give effect to this professional courtesy, the parties agree that a faculty member on a term contract who has received eight or more consecutive full-time contracts may obtain a review of the decision not to reissue a subsequent contract. The faculty member may challenge the decision through the procedures that govern the termination of employment, including, at the option of the faculty member, a hearing before an faculty hearing panel. The review provided hereunder will not constitute a grievance proceeding or a contested case, but the faculty member will be entitled to receive written responses when such would be required under grievance procedures, including findings and conclusions supporting the determination reached under completion of the review. The institution will not bear a burden of proof, except when required by law in a proper case to show that its decision gave effect to the faculty member's entitlements under the first amendment to the United States Constitution and under state and federal antidiscrimination statutes. The determination reached at step 3 will be final and not subject to appeal to the department of labor.
- K.3.3.1.3.** The right to review created hereunder shall not be interpreted to extend any limitation inherent in, or incidental to, a term contract as defined in this section. In particular, the right of review shall not give rise

to an expectation of continued employment beyond the expiration of the term contract; nor may the creation of the right of review be deemed to cloak a term contract with any of the characteristics or privileges of tenure track or tenure contracts.

~~L~~3.3.2. Fixed Term Track Contract for Research Faculty: A fixed term contract may be either part-time or full-time and will be of a definite term. Terms exceeding one year, shall be approved by the Board. A fixed term contract will terminate automatically at the end of its term unless the Board expressly renews the contract. A fixed term contract will terminate automatically prior to the end of its stated term if the grant funds used to support the contract lapse and the research faculty member has not secured a new funding source.

~~M~~3.3.2.1. The Board recognizes that research faculty members who have received several consecutive full-time annual contracts will come subjectively to expect continued employment on the same basis. Under Board policy, in the absence of an award of a continuing appointment, such unilateral expectations, however natural they may be, can never become constitutionally protected property interests. Nevertheless, once a decision has been made not to reissue a subsequent fixed term contract to such research faculty members, professional courtesy requires that they be accorded an opportunity to assure themselves that the rationale and factual basis for the decision have been reviewed formally by superior authorities and have been found satisfactory.

~~N~~3.3.2.2. To give effect to this professional courtesy, the parties agree that a research faculty member on a fixed term contract who has been employed full-time on the research faculty for eight or more consecutive years may obtain a review of the decision not to reissue a subsequent contract. The research faculty member may obtain a review of the decision through the procedures that parallel those for termination of employment, including, at the option of the faculty member, a hearing before a research faculty hearing panel. The review provided hereunder will not constitute a grievance proceeding or a contested case, but the research faculty member will be entitled to receive written responses when such would be required under grievance procedures, including findings and conclusions supporting the determination reached under completion of the review. The institution will not bear a burden of proof, except when required by law in a proper case to show that its decision gave effect to the faculty member's entitlements under the first amendment to the United States Constitution and under state and federal antidiscrimination statutes. The determination reached at step 3 will be final and not subject to appeal to the department of labor.

~~O~~3.3.2.3. The right to review created hereunder shall not be interpreted to extend any limitation inherent in, or incidental to, a fixed term contract as defined in this section. In particular, the right of review shall not give rise to an expectation of continued employment beyond the expiration of the fixed term contract; nor may the creation of the right of review be deemed

to cloak a fixed term contract with any of the characteristics or privileges of probationary or continuing appointments.

- P.3.3.3.** Tenure Track Contract: A tenure track contract is a qualifying appointment offered to a full-time faculty member who may be considered for a tenure contract at a later time and will be of a definite term, not to exceed one year. A tenure track contract is renewable solely at the discretion of the Board, subject to procedures for non-renewal of tenure track contracts set forth in Board Policy 4:10, Tenure. If a faculty member is offered a tenure track contract, the number of years the faculty member has served under term contracts may be credited, at the discretion of the Board, toward fulfillment of the period necessary for consideration for a tenure appointment.
- Q.3.3.4.** Probationary Contract for Research Faculty: A probationary contract is a qualifying appointment offered to a full-time research faculty member who may be considered for a continuing appointment at a later time and will be of a definite term, not to exceed three years. A probationary contract may be renewed for a second three-year term. A probationary contract is renewable solely at the discretion of the Board, subject to procedures for non-renewal of tenure track and probationary contracts set forth in Board Policy 4:10, Tenure and Continuing Appointments. If a research faculty member is offered a probationary contract, the number of years the research faculty member has served under fixed term contracts may be credited, at the discretion of the Board, toward fulfillment of the period necessary for consideration for a continuing appointment.
- R.3.3.5.** Tenure Appointments for Faculty and Continuing Appointments for Research Faculty: Tenure and continuing appointments are addressed in Board Policy 4:10, Tenure and Continuing appointments.
- S.3.3.6.** Joint Appointments to the Instructional and Research Faculty: Upon the specific recommendation of the institutional president, a faculty member may be jointly appointed to the research faculty and the faculty, provided that the instructional load is less than half-time.
- T.3.4.** Appointment Contract Fulfillment: Full-time faculty and research faculty members who, after their second year of employment, resign their individual contract for the purpose of receiving employment outside the Regental System without the consent of the Board thereby consent to liquidated damage compensation to the Board for the additional expense caused by said breach of contract. However, any faculty and research faculty member who so resigns and breaches this contract may request a waiver of the deduction of said liquidated damages, in lump sum, from any pay owed to the faculty and research faculty member by the Board. Upon good cause, the Board will not unreasonably withhold its waiver of said liquidated damages and the deduction thereof from allowances owed. Consent to resignation and breach of an individual contract is given by the Board if written notice is given to the institution thirty (30) or more days prior to the first day of the individual contract.
- U.3.4.1.** When deemed by the Board to be appropriate, liquidated damages will accrue and be assessed at the rate of \$50.00 per day beginning on the 29th day prior to the first day of the individual contract, not to exceed \$1,500.00.

SOURCE: Current Policy Manual 6.1.1; 5.2.1; 5.2.2; 5.2.3; BOR May 1991; 5.2.4; 5.2.5; 5.2.6; BOR, May 1997; BOR, June 1998; BOR, March 2000; BOR, March 2004; BOR, August 2004; BOR, October 2005; BOR, March 2016, [August 2019](#).

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – I
DATE: August 7-8, 2019

SUBJECT:

FY20 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 rates approved are for fall/spring/summer as compared to other tuition rates that are summer/fall/spring.

The table below provides the number of South Dakota and Minnesota students that participated in the Minnesota reciprocity agreement for fall 2016, 2017, and 2018.

	Undergraduate Students	Graduate Students	1 st Prof Students	Total
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
Fall 2018				
Minnesota Students Studying in South Dakota	3,133	147	21	3,301
South Dakota Students Studying in Minnesota	969	112	17	1,098

(Continued)

DRAFT MOTION: 20190807_4-I:

I move to approve the Minnesota reciprocity rates for FY20 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 \$323.10 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

South Dakota Resident Tuition & Fee Rate

	FY20 Cost Per Credit Hour			MN Student Will Pay
	Tuition	Fees	Total	
Black Hills State University	\$262.60	\$37.70	\$300.30	\$323.10
Dakota State University	\$251.35	\$66.50	\$317.85	\$323.10
Northern State University	\$251.35	\$40.35	\$291.70	\$323.10
School of Mines	\$257.95	\$77.05	\$335.00	\$335.00
South Dakota State University	\$256.55	\$47.25	\$303.80	\$323.10
University of South Dakota	\$256.55	\$54.50	\$311.05	\$323.10

The Minnesota combined rate for graduate tuition and fees of \$530.15 is higher than the tuition and fees at any of the South Dakota schools, therefore a Minnesota graduate student will pay \$530.15 per credit hour at all South Dakota public universities.

Minnesota Graduate Student Attending a South Dakota University

South Dakota Resident Tuition & Fee Rate

	FY20 Cost Per Credit Hour			MN Student Will Pay
	Tuition	Fees	Total	
Black Hills State University	\$339.05	\$37.70	\$376.75	\$530.15
Dakota State University	\$329.95	\$40.05	\$370.00	\$530.15
Northern State University	\$329.95	\$40.35	\$370.30	\$530.15
School of Mines	\$335.55	\$48.85	\$384.40	\$530.15
South Dakota State University	\$336.80	\$47.25	\$384.05	\$530.15
University of South Dakota	\$336.80	\$54.50	\$391.30	\$530.15

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 a surrounding state would pay per credit hour. On average, a Minnesota undergraduate student attending a South Dakota university will pay \$13.15 per credit hour more than a non-resident undergraduate student from a surrounding state.

Table 1: Undergraduate

	<i>Minnesota Student Attending a South Dakota School</i> (Weighted Average of Minnesota Resident Rate)			<i>Non-Resident Undergraduate</i> (FY20 South Dakota Advantage Rate)		
	FY20			FY20		
	Tuition	Fees	Total	Tuition	Fees	Total
BHSU	\$285.40	\$37.70	\$323.10	\$262.60	\$37.70	\$300.30
DSU	\$256.60	\$66.50	\$323.10	\$251.35	\$66.50	\$317.85
NSU	\$282.75	\$40.35	\$323.10	\$251.35	\$40.35	\$291.70
SDSM&T	\$257.95	\$77.05	\$335.00	\$257.95	\$77.05	\$335.00
SDSU	\$275.85	\$47.25	\$323.10	\$256.55	\$47.25	\$303.80
USD	\$268.60	\$54.50	\$323.10	\$256.55	\$54.50	\$311.05

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 \$154 per credit hour less than a non-resident graduate student from another state.

Table 2: Graduate

	<i>Minnesota Student Attending a South Dakota School</i> (Weighted Average of Minnesota Resident Rate)			<i>Non-Resident Graduate</i> (FY20 South Dakota Rate)		
	FY20			FY20		
	Tuition	Fees	Total	Tuition	Fees	Total
BHSU	\$492.45	\$37.70	\$530.15	\$632.60	\$37.70	\$670.30
DSU	\$490.10	\$40.05	\$530.15	\$616.00	\$40.05	\$656.05
NSU	\$489.80	\$40.35	\$530.15	\$616.00	\$40.35	\$656.35
SDSM&T	\$481.30	\$48.85	\$530.15	\$673.50	\$48.85	\$722.35
SDSU	\$482.90	\$47.25	\$530.15	\$647.55	\$47.25	\$694.80
USD	\$475.65	\$54.50	\$530.15	\$647.55	\$54.50	\$702.05

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 \$307.50 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

	FY20 Cost Per Credit Hour			SD Student Will Pay
	Tuition	Fees	Total	
Bemidji State University	\$274.40	\$47.74	\$322.14	\$322.14
Minnesota State University-Mankato	\$289.15	\$71.60	\$360.75	\$360.75
Metro State University	\$234.36	\$73.13	\$307.49	\$307.50
Minnesota State University-Moorhead	\$246.16	\$51.42	\$297.58	\$307.50
Southwest State University	\$250.25	\$48.71	\$298.96	\$307.50
St. Cloud State University	\$289.15	\$71.60	\$360.75	\$360.75
Winona State University	\$251.30	\$53.81	\$305.11	\$307.50

The South Dakota weighted average rate for graduate tuition and fees of \$383.05 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.

	FY20 Cost Per Credit Hour			SD Student Will Pay
	Tuition	Fees	Total	
Bemidji State University	\$432.15	\$45.13	\$477.28	\$477.28
Minnesota State University-Mankato	\$427.45	\$43.50	\$470.95	\$470.95
Metro State University	\$404.09	\$45.13	\$449.22	\$449.22
Minnesota State University-Moorhead	\$404.45	\$55.08	\$459.53	\$459.53
Southwest State University	\$414.50	\$48.17	\$462.67	\$462.67
St. Cloud State University	\$414.45	\$45.08	\$459.53	\$459.53
Winona State University	\$415.80	\$41.50	\$457.30	\$457.30

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 PharmD student is \$592.45(Rate 1).
2. The Minnesota Pharm D total cost per credit hour equals \$1,246.57 (Rate 2).
3. 150% of Rate 1 equals \$888.70.
4. The Minnesota rate is the higher of the two, but exceeds 150% of Rate 1 at the institution attended. Therefore, \$888.70 is the total cost per credit hour for Minnesota students. The tuition and fees assessed will be:

	<u>South Dakota Resident Rate</u>		<u>Proposed Minnesota Rate</u>	
	<u>Cr. Hour Rate</u>	<u>Semester Rate*</u>	<u>Cr. Hour Rate</u>	<u>Semester Rate</u>
FY20 Tuition	\$336.80	\$5,046.00	\$633.05	\$7,834.00
GAF	\$47.25	\$803.25	\$47.25	\$803.25
Pharmacy Program Fee	<u>\$208.40</u>	<u>\$3,520.10</u>	<u>\$208.40</u>	<u>\$3,520.10</u>
Total Tuition & Fees	\$592.45	\$9,369.55	\$888.70	\$12,157.35

**based on 17 credits hours/semester*

Law School:

1. The USD Law School resident cost per credit hour is \$550.90 (Rate 1).
2. The Minnesota Law School cost per credit hour equals \$954.33 (Rate 2).
3. 150% of Rate 1 equals \$826.35.
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, \$826.35 is the cost per credit hour for Minnesota students. Tuition and fees assessed will be:

	<u>South Dakota Resident Rate</u>		<u>Proposed Minnesota Rate</u>	
	<u>Semester Cost</u>		<u>Cr. Hour Rate</u>	<u>Semester Cost</u>
FY20 Tuition	\$5,810.00		\$662.80	\$9,942.00
GAF	\$817.50		\$54.50	\$817.50
Law School Program Fee	<u>\$1,636.00</u>		<u>\$109.05</u>	<u>\$1,636.00</u>
Total Tuition & Fees	\$8,263.50		\$826.35	\$12,395.50

School of Medicine:

1. The Sanford School of Medicine resident cost per credit hour is \$815.00 (Rate 1).
2. The University of Minnesota Medical School cost per credit hour equals \$889.38 (Rate 2).
3. 150% of Rate 1 equals \$1,195.72 or an annual cost of \$50,733.75 based on 41.5 credit hours.
4. The Minnesota's rate is the higher of the two rates. Therefore, \$889.38 (Rate 2) is the cost per credit hour or an annual cost of \$36,908.75.

	<u>South Dakota Resident Rate</u>	<u>Proposed Minnesota Rate</u>	
	<u>Annual Cost</u>	<u>Cr. Hour Rate</u>	<u>Annual Cost</u>
FY20 Tuition	\$31,787.00	\$834.88	\$34,647.00
GAF	<u>\$2,261.75</u>	<u>\$54.50</u>	<u>\$2,261.75</u>
Total Tuition & Fees	\$34,048.75	\$889.38	\$36,908.75

IMPACT AND RECOMMENDATIONS

The following table provides a comparison of the FY19 costs and the proposed FY20 costs for tuition and fees for a Minnesota student enrolled in a South Dakota institution.

	<u>Tuition and Fees</u>			
	<u>FY19</u>	<u>Proposed FY20</u>	<u>\$ Increase</u>	<u>% Increase</u>
Undergraduate Cr Hr	\$312.75	\$323.10	\$10.35	3.30%
Graduate Cr Hr	\$511.40	\$530.15	\$18.75	3.70%
	<u>FY19</u>	<u>Proposed FY20</u>	<u>\$ Increase</u>	<u>% Increase</u>
Pharmacy – Semester	\$11,758.65	\$12,157.35	\$398.70	3.30%
Law – Semester	\$12,029.00	\$12,395.50	\$366.50	3.05%
Medical - Annual	\$36,562.00	\$36,908.75	\$346.75	.95%

The staff recommends approval of the FY20 Minnesota Reciprocity tuition rates.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – J
DATE: August 7-8, 2019

SUBJECT

Clay Rural Water Systems, Inc. Easement Resolution (USD)

CONTROLLING STATUTE, RULE, OR POLICY

SDCL [5-2-10](#) & [5-2-11](#).

BACKGROUND / DISCUSSION

Clay Rural Water Systems, Inc. is seeking an easement for an existing water transmission / distribution pipeline across a portion of the land occupied by the University of South Dakota (USD) in Clay County. The location of the water pipeline does not unnecessarily interfere with USD’s use of the land.

IMPACT AND RECOMMENDATION

USD requests that the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to Clay Rural Water Systems, Inc. to erect, construct, reconstruct, replace, repair, use, maintain, and operate a potable water transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such water pipeline. The foregoing will allow Clay Rural Water Systems, Inc. to locate and/or maintain a portion of its water pipeline on USD’s property in Clay County.

Staff recommends approval.

ATTACHMENTS

Attachment I – Resolution Requesting the Grant of an Easement to Clay Rural Water Systems, Inc.

Attachment I, Exhibit I – Draft Easement to Clay Rural Water Systems, Inc.

DRAFT MOTION 20190807_4-J:

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 the University of South Dakota for the use and benefit of Clay Rural Water Systems, Inc.**

The South Dakota Board of Regents (hereinafter referred to as “Grantor”), on behalf of the University of South Dakota, in consideration of two thousand dollars (\$2,000.00) 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 ratify, effectuate, or grant to Clay Rural Water Systems, Inc., an easement to erect, construct, reconstruct, replace, repair, use, maintain, and operate a potable water transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such water pipeline through, under, in, on and across the following legally described real estate within the Clay County:

A strip of land thirty (30) feet in width, consisting of fifteen (15) feet on either side of the center line of the pipeline as constructed, and insofar as possible the center line shall be fifteen (15) feet inside of the fence line which fence line is the boundary of the property of the STATE, situated in THE EAST ½ OF THE SOUTHEAST ¼ OF SECTION 12, TOWNSHIP 92, RANGE 52

as further shown in Exhibit A to Exhibit I, a copy of which is attached hereto and incorporated into this agreement, the same as if written at length herein.

Grantor requests that any ratification, effectuation, or 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, negotiate, and finalize the details of the final document(s).

Grantor requests that any ratification, effectuation, or 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 ____ day of August, 2019

SOUTH DAKOTA BOARD OF REGENTS

By _____

Kevin V. Schieffer

President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board on the ____ day of August, 2019, 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 ____ day of August, 2019

SOUTH DAKOTA BOARD OF REGENTS

By _____

James Morgan

Secretary

**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 Clay Rural Water Systems, Inc., 30376 SD Hwy 19, Wakonda, South Dakota, 57073 ["Clay Rural Water"].

WHEREAS CLAY Rural Water is desirous of acquiring a permanent easement for the purpose of constructing and maintaining a potable water transmission or distribution pipeline and related 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 Clay Rural Water for said easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of Two Thousand Dollars (\$2,000.00), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to Clay Rural Water a permanent easement for the following described purposes: the right to erect, construct, reconstruct, replace, repair, use, maintain, and operate a potable water transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such water pipeline through, under, in, on and across the following legally described real estate within the County of Clay, State of South Dakota (the "Easement Area"):

A strip of land thirty (30) feet in width, consisting of fifteen (15) feet on either side of the center line of the pipeline as constructed, and insofar as possible the center line shall be fifteen (15) feet inside of the fence line which fence line is the boundary of the property of the STATE, situated in THE EAST ½ OF THE SOUTHEAST ¼ OF SECTION 12, TOWNSHIP

92, RANGE 52, 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. Clay Rural Water 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 Clay Rural Water may enter upon the above described property for the purposes of effectuating the grant of and reserved rights in this easement.

3. Clay Rural Water further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the water pipeline and other utilities or structures installed by Clay Rural Water and associated with the operation and maintenance of said pipeline.

4. Clay Rural Water 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 water pipeline and other utilities or structures installed by Clay Rural Water and associated with the operation and maintenance of said pipeline and Clay Rural Water 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. Clay Rural Water 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.

6. In consideration of this Easement, Clay Rural Water will not impose special assessments on the State to pay for connection costs to Clay Rural Water that may be associated with the development of the above describe area.

7. The land herein described is to be used for the water pipeline and other utilities or structures associated with the operation and maintenance of said pipeline 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 Clay Rural Water. This agreement supersedes any other written or oral agreements between the State and Clay Rural Water pertaining to the Easement Area, or any portion thereof. This agreement can be modified only in writing and signed by the State and Clay Rural Water or their respective heirs, representatives, executors, administrators, successors and assigns.

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.

11. 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 _____, 2019.

STATE OF SOUTH DAKOTA

BY: _____
Kristi Noem
Governor

ATTEST:

Ryan Brunner
Commissioner of School and Public Lands

CLAY RURAL WATER
SYSTEMS, INC.

BY: _____

ATTEST:

ACKNOWLEDGMENTS

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF HUGHES)

On this ____ day of _____, 2019, before me the undersigned Notary Public within aforesaid County and State, personally appeared Kristi Noem, 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 _____, 2019, 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 Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF _____)

On this ____ day of _____, 2019, before me, the undersigned officer, personally appeared _____, who acknowledged him/herself to be the _____ of Clay Rural Water Systems, Inc., and that s/he, as _____, being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of Clay Rural Water Systems, Inc., as _____.

Notary Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF _____)

On this ____ day of _____, 2019, 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.

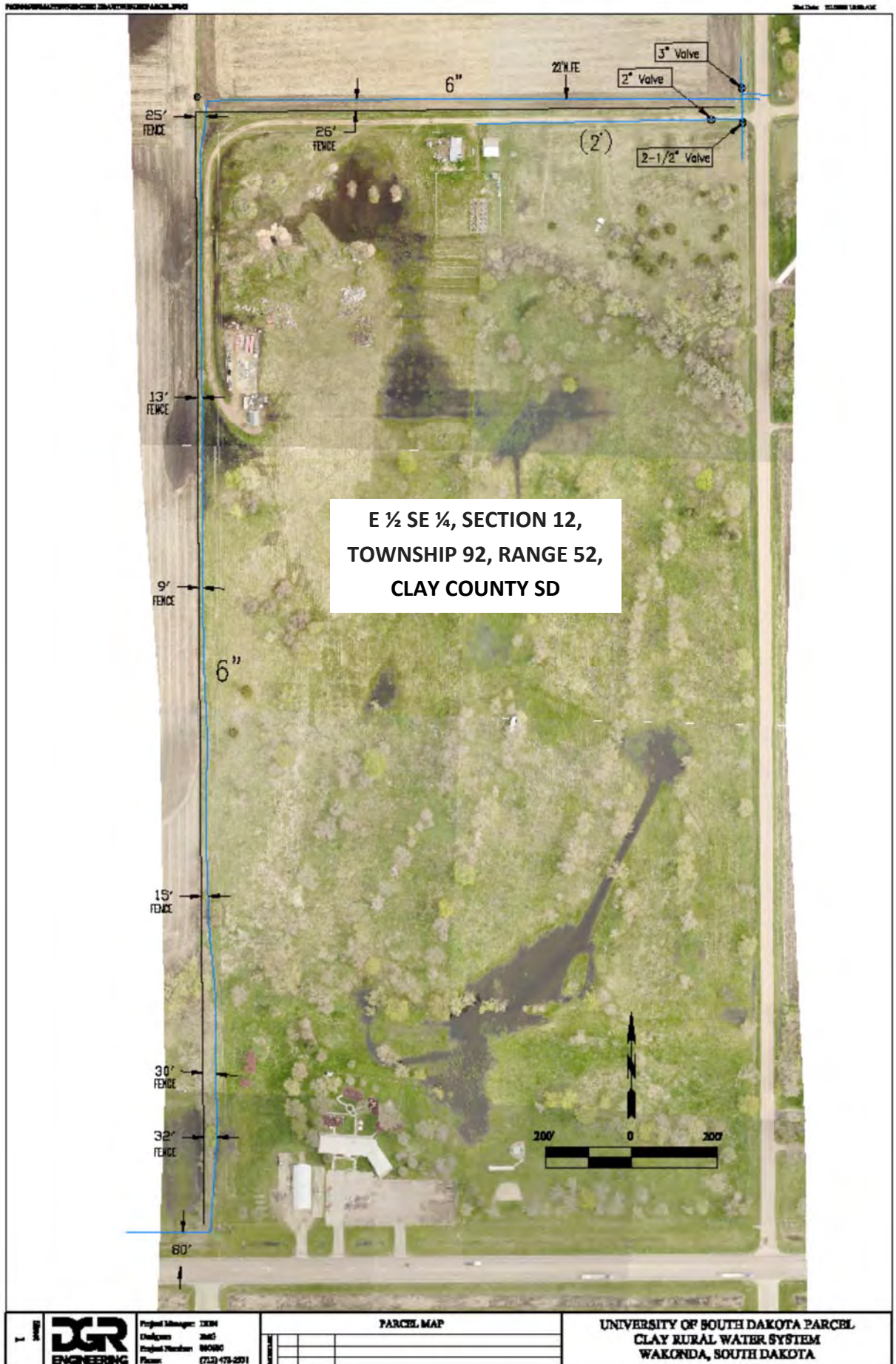
Notary Seal

Notary Public

Commission Expires

EXHIBIT A

LOCATED IN EAST 1/2 OF THE SOUTHEAST 1/4 OF SECTION 12, TOWNSHIP 92, RANGE 52, CLAY COUNTY SD



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – K
DATE: August 7-8, 2019

SUBJECT

NSU Plat Resolution

CONTROLLING STATUTE, RULE, OR POLICY

SDCL [§5-1-7](#)
[Chapter 90 of the 2019 Session Laws](#) (HB 1037)
SDCL Chs. [11-3](#) and [43-21](#).

BACKGROUND/DISCUSSION

The Legislature approved [HB 1037](#) during the 2019 Legislative Session (Chapter 90 of the 2019 Session Laws), which authorizes the Board to construct the Regional Sports Complex at NSU. To facilitate construction of the Regional Sports Complex, the City of Aberdeen approved a request to vacate 15th Avenue SE between Herret Street and South State Street. As part of that process, a new plat is required to reflect the vacated street. Additionally, the construction of the new SDSBVI and vacation of the prior SDSBVI upon completion of the new facility, require platting to properly reflect the parcels of property and to allow for the necessary land swap upon completion of the project to satisfy the relevant trust requirements.

IMPACT AND RECOMMENDATION

NSU requests the Board of Regents adopt the Resolution set forth in Attachment I requesting the plat to vacate a portion of 15th Avenue SE and to otherwise properly identify the relevant parcels of property as reflected therein.

Staff recommends approval.

ATTACHMENTS

Attachment I – Resolution Requesting Execution and Filing of the Plat
Attachment II – Draft Plat

DRAFT MOTION 20190807_4-K:

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 plat as stated therein.

RESOLUTION

Resolution requesting the execution and filing of the Plat of NSU Athletic Field Addition to Aberdeen, in the SE 1/4 of Section 24-T123N-R64W of the 5th P.M., Brown County, South Dakota.

The South Dakota Board of Regents (hereinafter referred to as “BOR”), on behalf of Northern State University, pursuant to the authority vested in BOR under SDCL § 5-2-11 and other applicable law, 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 execute and file the attached plat pertaining to the:

NSU Athletic Field Addition to Aberdeen, in the SE ¼ of Section 24-T123N-R64W of the 5th P.M., Brown County, South Dakota.

BOR requests that the final plat be generally consistent with the draft plat attached hereto as Exhibit I, without restricting the ability of the parties to further revise the plat to effectuate its intended purpose before executing and filing the same. This resolution shall also serve to ratify, request and/or approve any and all documents, transactions and/or actions necessary to effectuate the execution and filing of the plat contemplated herein.

Dated this ____ day of August, 2019

SOUTH DAKOTA BOARD OF REGENTS

By _____

Kevin V. Schieffer

President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at its meeting conducted on the ____ day of August, 2019, 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 ____ day of August, 2019

SOUTH DAKOTA BOARD OF REGENTS

By _____

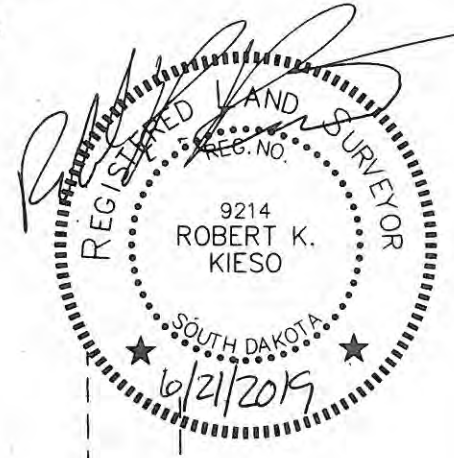
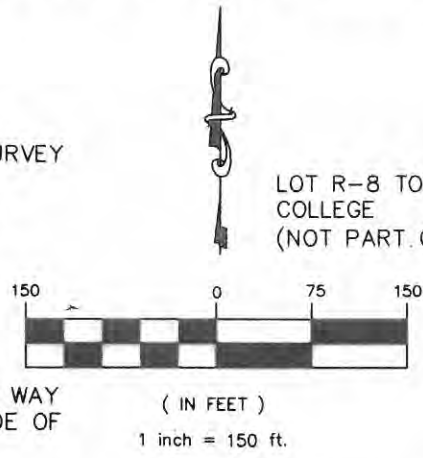
James Morgan

Secretary

PLAT OF NSU ATHLETIC FIELD ADDITION TO ABERDEEN, IN THE SE 1/4 OF SECTION 24-T123N-R64W OF THE 5th P.M., BROWN COUNTY, SOUTH DAKOTA

LEGEND

- FOUND PROPERTY CORNER
- ⊙ SET 5/8" X 18" REBAR WITH SURVEY CAP STAMPED KIESO RLS 9214
- SET BRASS SURVEY MARKER IN CONCRETE
- M MEASURED IN FIELD
- PP PREVIOUSLY PLATTED
- DEDICATED TO PUBLIC RIGHT OF WAY 20 FEET ADJACENT TO EAST SIDE OF HERRET STREET SOUTH
- PORTION OF 15TH AVE SE (VACATED BY OTHERS).



BASIS OF BEARINGS

UTM 14 NORTH ZONE

VACATION NOTE:

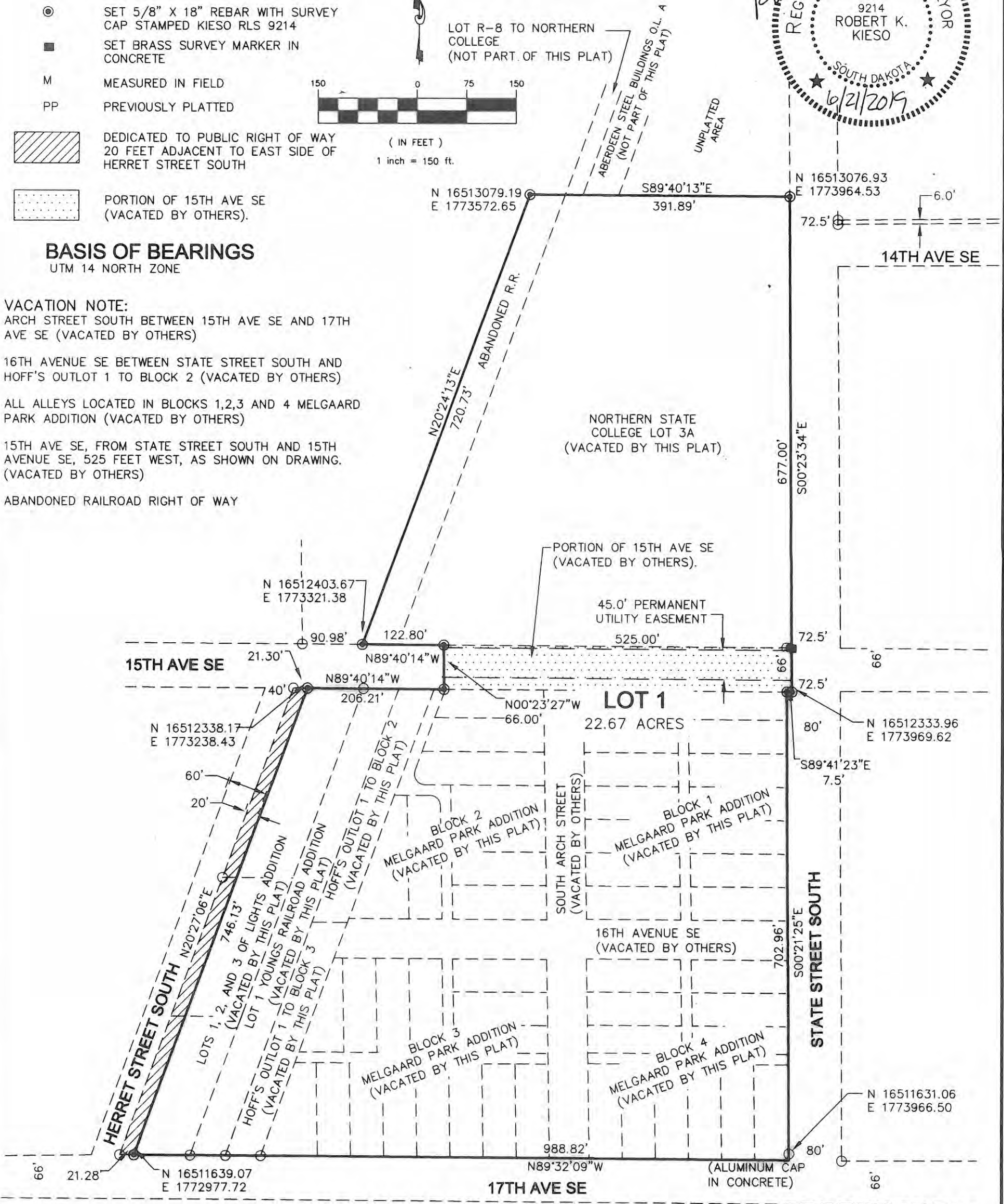
ARCH STREET SOUTH BETWEEN 15TH AVE SE AND 17TH AVE SE (VACATED BY OTHERS)

16TH AVENUE SE BETWEEN STATE STREET SOUTH AND HOFF'S OUTLOT 1 TO BLOCK 2 (VACATED BY OTHERS)

ALL ALLEYS LOCATED IN BLOCKS 1,2,3 AND 4 MELGAARD PARK ADDITION (VACATED BY OTHERS)

15TH AVE SE, FROM STATE STREET SOUTH AND 15TH AVENUE SE, 525 FEET WEST, AS SHOWN ON DRAWING. (VACATED BY OTHERS)

ABANDONED RAILROAD RIGHT OF WAY



Helms & ASSOCIATES

221 Brown County Highway 19
P.O. Box 111
Aberdeen, S.D. 57401
Phone: 605.225.1212
Fax: 605.225.3189

CIVIL ENGINEERS & LAND SURVEYORS

PLAT OF
NSU ATHLETIC FIELD ADDITION TO ABERDEEN,
IN THE SE 1/4 OF SECTION 24-T123N-R64W OF THE 5th P.M.,
BROWN COUNTY, SOUTH DAKOTA

SURVEYOR'S CERTIFICATE

I, ROBERT K. KIESO, A REGISTERED LAND SURVEYOR OF ABERDEEN, SOUTH DAKOTA, DO HEREBY CERTIFY THAT AT THE REQUEST OF STATE OF SOUTH DAKOTA FOR THE BENEFIT OF THE SOUTH DAKOTA BOARD OF REGENTS, AND BENEFIT OF NORTHERN STATE COLLEGE, (NOW KNOWN AS NORTHERN STATE UNIVERSITY) AS OWNER, AND UNDER THEIR DIRECTION FOR THE PURPOSES INDICATED THEREIN, I DID ON OR PRIOR TO MAY 28, 2019, SURVEY THOSE PARCELS OF LAND DESCRIBED AS FOLLOWS: NSU ATHLETIC FIELD ADDITION TO ABERDEEN, IN THE SE 1/4 OF SECTION 24-T123N-R64W OF THE 5th P.M., BROWN COUNTY, SOUTH DAKOTA.

I FURTHER CERTIFY THAT THE WITHIN AND FOREGOING PLAT IS IN ALL RESPECTS TRUE AND CORRECT.

DATED THIS 21 DAY OF June, 2019

Signature of Robert K. Kieso
ROBERT K. KIESO RLS #9214

OWNER'S CERTIFICATE

KNOW ALL MEN BY THESE PRESENTS THAT WE THE UNDERSIGNED, HEREBY CERTIFY THAT WE ARE THE ABSOLUTE AND UNQUALIFIED OWNER OF ALL THE LAND INCLUDED IN THE WITHIN AND FOREGOING PLAT; THAT THE PLAT HAS BEEN MADE AT OUR REQUEST AND UNDER OUR DIRECTION FOR THE PURPOSES INDICATED THEREIN; WHICH SAID PROPERTY AS SO SURVEYED AND PLATTED SHALL HEREAFTER BE KNOWN AS; NSU ATHLETIC FIELD ADDITION TO ABERDEEN, IN THE SE 1/4 OF SECTION 24-T123N-R64W OF THE 5th P.M., BROWN COUNTY, SOUTH DAKOTA, AS SHOWN BY THIS PLAT, AND WE HEREBY DEDICATE TO THE PUBLIC, FOR PUBLIC USE FOREVER AS SUCH, THE STREETS AND ALLEYS, IF ANY, AS SHOWN AND MARKED ON SAID PLAT; AND THAT DEVELOPMENT OF THE LAND INCLUDED WITHIN THE BOUNDARIES OF SAID ADDITION SHALL CONFORM TO ALL EXISTING APPLICABLE EASEMENTS, ZONING, SUBDIVISION, AND EROSION AND SEDIMENT CONTROL REGULATIONS.

IN WITNESS WHEREOF I HAVE HEREUNTO SET MY HAND THIS ___ DAY OF _____, 20___

PREVIOUSLY PLATTED AS:

BLOCKS 1, 2, 3, AND 4, MELGAARD PARK ADDITION TO ABERDEEN, SOUTH DAKOTA (VACATED BY THIS PLAT) AND ALL 16TH AVENUE SE, SOUTH ARCH STREET, AND ALLEYS ADJACENT TO SAID BLOCKS, (VACATED BY OTHERS)

HOFF'S OUTLOT 1 TO BLOCK 2 AND HOFF'S OUTLOT 1 TO BLOCK 3, MELGAARD PARK ADDITION TO ABERDEEN SOUTH DAKOTA (VACATED BY THIS PLAT)

LOTS 1, 2, AND 3 OF LIGHTS ADDITION TO ABERDEEN BEING A REPLAT OF LIGHT'S OUTLOTS 1, 2, AND 3 IN THE SE 1/4 OF SECTION 24, T123N R64W, ABERDEEN, BROWN COUNTY, SOUTH DAKOTA (VACATED BY THIS PLAT)

AND YOUNG'S RAILROAD ADDITION TO THE CITY OF ABERDEEN, (VACATED BY THIS PLAT)

NORTHERN STATE COLLEGE LOT 3A, (VACATED BY THIS PLAT)

ABANDONED RAILROAD

PORTION OF 15TH AVENUE SE, AS SHOWN ON THIS PLAT, (VACATED BY OTHERS)

OWNER: STATE OF SOUTH DAKOTA, NORTHERN STATE UNIVERSITY

KRISTI NOEM GOVERNOR, STATE OF SOUTH DAKOTA

ATTEST: RYAN BRUNNER, COMMISSIONER OF SCHOOL AND PUBLIC LANDS

DECLARATION OF VACATION

KNOW ALL MEN BY THESE PRESENTS THAT WE THE UNDERSIGNED HEREBY DECLARE TO VACATE THAT PORTION AS SHOWN AND MARKED ON THE FOREGOING PLAT AND OF THE PLAT OF MELGAARD PARK ADDITION TO ABERDEEN, AS RECORDED AS PLAT 344C, ON JULY 17, 1928; AND THE PLAT OF HOFF'S OUTLOT 1 TO BLOCK 2 AND HOFF'S OUTLOT 1 TO BLOCK 3, MELGAARD PARK ADDITION TO ABERDEEN AS RECORDED IN BOOK OF PLATS NO. 1 ENVELOPE 81 ON FEBRUARY 24, 1970; AND LOTS 1, 2, AND 3 OF LIGHTS ADDITION TO ABERDEEN BEING A REPLAT OF LIGHT'S OUTLOTS 1, 2, AND 3, AS RECORDED IN BOOK OF PLATS NO. 7 ENVELOPE 624E ON JUNE 17, 1987, AND YOUNG'S RAILROAD ADDITION TO THE CITY OF ABERDEEN, AS RECORDED AS HANGING PLAT NO. 1737H ON JULY 23, 2002, AND NORTHERN STATE COLLEGE LOT 3A, AS RECORDED AS PLAT 572-E ON OCTOBER 2, 1985, ALL IN THE BROWN COUNTY, REGISTER OF DEEDS OFFICE.

THIS IN WITNESS WHEREOF I HAVE HEREUNTO SET MY HAND THIS ___ DAY OF _____, 20___

OWNER: STATE OF SOUTH DAKOTA, NORTHERN STATE UNIVERSITY

KRISTI NOEM GOVERNOR, STATE OF SOUTH DAKOTA

ATTEST: RYAN BRUNNER, COMMISSIONER OF SCHOOL AND PUBLIC LANDS

ACKNOWLEDGEMENT

STATE OF)
COUNTY OF)SS

ON THIS THE ___ DAY OF _____, 20___, BEFORE ME, THE UNDERSIGNED OFFICER, PERSONALLY APPEARED KRISTI NOEM, GOVERNOR, STATE OF SOUTH DAKOTA KNOWN TO ME OR SATISFACTORILY PROVEN TO BE THE PERSON WHOSE NAME IS SUBSCRIBED TO THE WITHIN INSTRUMENT AND ACKNOWLEDGED TO ME THAT SHE EXECUTED THE SAME FOR THE PURPOSES THEREIN CONTAINED. IN WITNESS WHEREOF I HEREUNTO SET MY HAND AND OFFICIAL SEAL.

NOTARY PUBLIC, _____ STATE

MY COMMISSION EXPIRES: _____

PLAT OF
NSU ATHLETIC FIELD ADDITION TO ABERDEEN,
IN THE SE 1/4 OF SECTION 24-T123N-R64W OF THE 5th P.M.,
BROWN COUNTY, SOUTH DAKOTA

ACKNOWLEDGEMENT

STATE OF _____)
COUNTY OF _____)SS

ON THIS THE _____ DAY OF _____, 20____, BEFORE ME, THE UNDERSIGNED OFFICER, PERSONALLY APPEARED RYAN BRUNNER, COMMISSIONER OF SCHOOL AND PUBLIC LANDS, KNOWN TO ME OR SATISFACTORILY PROVEN TO BE THE PERSON WHOSE NAME IS SUBSCRIBED TO THE WITHIN INSTRUMENT AND ACKNOWLEDGED TO ME THAT HE EXECUTED THE SAME FOR THE PURPOSES THEREIN CONTAINED. IN WITNESS WHEREOF I HEREUNTO SET MY HAND AND OFFICIAL SEAL.

NOTARY PUBLIC, _____ STATE
MY COMMISSION EXPIRES: _____

CITY PLANNING COMMISSION CERTIFICATE

I HEREBY CERTIFY THAT THE FOLLOWING IS A CORRECT COPY OF THE RESOLUTION DULY PASSED BY THE CITY PLANNING COMMISSION OF ABERDEEN, SOUTH DAKOTA AT A MEETING HELD ON THE _____ DAY OF _____, 20____.

"BE IT RESOLVED BY THE CITY PLANNING COMMISSION OF ABERDEEN, SOUTH DAKOTA, THAT THE PLAT SHOWING NSU ATHLETIC FIELD ADDITION TO ABERDEEN, IN THE SE 1/4 OF SECTION 24-T123N-R64W OF THE 5th P.M., BROWN COUNTY, SOUTH DAKOTA, HAVING BEEN EXAMINED, IS HEREBY APPROVED IN ACCORDANCE WITH THE PROVISIONS OF SDCL 11-3, AND ANY AMENDMENTS THEREOF."

FINANCE OFFICER ABERDEEN, SOUTH DAKOTA

APPROVAL BY CITY

I HEREBY CERTIFY THAT THE FOLLOWING IS A CORRECT COPY OF THE RESOLUTION DULY PASSED BY THE CITY COUNCIL OF ABERDEEN, SOUTH DAKOTA AT A MEETING HELD ON THE _____ DAY OF _____, 20____.

"BE IT RESOLVED BY THE CITY COUNCIL OF ABERDEEN, SOUTH DAKOTA, THAT THE PLAT SHOWING NSU ATHLETIC FIELD ADDITION TO ABERDEEN, IN THE SE 1/4 OF SECTION 24-T123N-R64W OF THE 5th P.M., BROWN COUNTY, SOUTH DAKOTA HAVING BEEN EXAMINED, IS HEREBY APPROVED IN ACCORDANCE WITH THE PROVISIONS OF SDCL 11-3, AND ANY AMENDMENTS THEREOF."

FINANCE OFFICER ABERDEEN, SOUTH DAKOTA

DIRECTOR OF EQUALIZATION'S CERTIFICATE

I HEREBY CERTIFY THAT I HAVE RECEIVED A COPY OF THIS _____ DAY OF _____, 20____.

DIRECTOR OF EQUALIZATION, BROWN COUNTY, SOUTH DAKOTA

TREASURER'S CERTIFICATE

I HEREBY CERTIFY THAT ALL TAXES WHICH ARE LIENS UPON ANY OF THE LANDS INCLUDED IN THE ABOVE PLAT ARE SHOWN BY THE RECORDS OF MY OFFICE TO BE FULLY PAID. SIGNED THIS _____ DAY OF _____, 20____.

COUNTY TREASURER, BROWN COUNTY, SOUTH DAKOTA

REGISTER OF DEED'S CERTIFICATE

FILED FOR RECORD THIS _____ DAY OF _____, 20____ AT _____ O'CLOCK _____, AND DULY RECORDED IN HANGING PLATS NO. _____

REGISTER OF DEEDS, BROWN COUNTY, SOUTH DAKOTA

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – L
DATE: August 7-8, 2019

SUBJECT

Maintenance & Repair (M&R) Projects

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

According to BOR Policy 6:6 – Maintenance and Repair, projects not on an approved list estimated to cost more than \$250,000 must be submitted for Board approval. Any changes, other than funding realignments and transfers, over \$250,000 to an approved project must be submitted to the Board.

During the [December 2018 BOR Meeting](#), it was reported that Dr. Beran approved South Dakota State University’s request to use \$97,517 of residual HEFF funds to renovate the existing basement shower rooms, add a dedicated custodial closet, and provide an egress from the basement through the existing east access stairway in Depuy Military Hall. Additional residual HEFF funds have now been designated for this project bringing the total to \$262,300. As the cost exceeds the \$250,000 threshold for executive director approval, this project now needs Board approval.

IMPACT AND RECOMMENDATIONS

Approval of this project will allow South Dakota State University to complete this project. Staff recommend approval of these projects.

ATTACHMENTS

None

DRAFT MOTION 20190807_4-L:

I move to approve SDSU’s maintenance and repair request to renovate the basement of the Depuy Military Hall.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – A
DATE: August 7-8, 2019

SUBJECT

Intent to Plan: BHSU BS in Physical Activity Leadership

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests permission to plan a Bachelor of Science (BS) in Physical Activity Leadership. This program would provide preparation for careers leading and instructing physical activity in non-formal settings. Graduates of the program will have opportunities in lifespan physical activity and fitness related careers outside of K-12 school districts or clinics. Examples of potential employment opportunities include lifespan health-related activities differentiated for each client, including, but not limited to senior centers, cruise ships, and prisons.

IMPACT AND RECOMMENDATION

The proposed program is within SDSMT’s mission as presented in [BOR Policy 1:10:4](#) and [SDCL 13-59](#), including authorization for baccalaureate programs in liberal arts and sciences and wellness. The program is intended to provide a major for students who start in Professional Teacher Education, Outdoor Education, or Exercise Sciences programs, but want to change majors. While other institutions within the SDBOR System have similar programs such as Exercise Science, Kinesiology & Sport Management, and Physical Education Certifications, the Physical Activity Leadership Program differs in that it focuses on actual participatory leadership of lifespan activity in a variety of environments. The program would also not require any additional resources.

Board office staff recommends approval of the intent to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.

(Continued)

DRAFT MOTION 20190807_5-A:

I move to authorize BHSU to develop a program proposal for a BS in Physical Activity Leadership, as presented.

2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: BHSU – BS in Physical Activity Leadership



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
DEGREE(S) AND TITLE OF PROGRAM:	Physical Activity Leadership
INTENDED DATE OF IMPLEMENTATION:	Fall 2020

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Liam D. Nichols

President of the University

7/9/2019

Date

1. What is the general nature/purpose of the proposed program?

The proposed Physical Activity Leadership (PAL) program will provide educational and experiential preparation for careers leading and instructing physical activity in non-formal settings. Graduates of the program will have opportunities in lifespan physical activity and fitness related careers outside of K-12 school districts or clinics. Examples of potential employment opportunities include lifespan health-related activities differentiated for each client including but not limited to recreation centers, senior centers, cruise ships, and prisons. The intent of the program is to provide a major for those who begin in Professional Teacher Education, Outdoor Education, or Exercise Science programs but prefer more breadth than depth. The program will increase retention of existing students at the university. The program is not intended for students pursuing graduate programs in clinical fields or those pursuing professional teaching credentials.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in 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.)?

Regental need: Current BOR programs related to physical activity or recreation are focused on managerial aspects of sports or facilities related to recreation or sport, or teaching K-12 physical education. No programs are set up for the purpose of leading physical activities in a variety of settings and environments such as recreation centers, senior centers, fitness clubs, cruise or resort facilities, corporations, prisons, and others, as a career.

Institutional need:

BHSU desires to retain students who began programs in Professional Teacher Education, Outdoor Education, or Exercise Science who perceive these early choices as no longer a 'fit' for a career. Many of these students drop-out, transfer, or elect to complete the Bachelor of General Studies degree feeling unfulfilled and unhappy with college. Physical Activity Leadership, PAL, provides a degree program for students in lifespan physical activity and fitness related careers for those desiring a setting outside of K-12 school districts or clinics. This career choice focuses on leading *lifespan* health-related activity that is differentiated for each client in a variety of settings from senior center, to cruise ships, to prisons. This degree would not be intended for those pursuing graduate programs in clinical fields or those pursuing professional teaching credentials.

Workforce need:

Information that highlights the career opportunities for PAL graduates is taken from the national Bureau of Labor, South Dakota Works, and College and Career planning data.

The career path of a PAL graduate varies with personal preference but generally fit within the data of recreation worker and fitness instructor. The Bureau of Labor projects 9% growth by 2026 at the national level and 5.45% growth at the State level for Fitness Trainers and 9.8% and 4.85% for Recreation Workers. At the time of this search, in Sioux Fall, SD alone, there were 13 openings for a full-time position for Fitness Instructor/Exercise Leader just within the hospital and corporate sector. The opportunities expand greatly with the needs for a trained and educated Physical Activity Leader in senior centers, prisons, corporations that house fitness and wellness centers, cruise ships and resorts, among others. The Bureau of Labor also projects just under 216,000 openings nationally by 2026 specifically for fitness and recreational sports centers. This projection is just 4 years after the first students to graduate from the Physical Activity Leadership major.

Overall, data indicates a growth of personnel needed with opportunities both nationally and in South Dakota. The career provides a lower to middle level income; nationally approximately \$61,000. In South Dakota approximately \$43,000.

3. How would the proposed program benefit students?

The PAL program provides an appropriate curriculum with the depth and breadth of content and skills for those with an interest in leadership positions related to health, fitness, and lifetime recreation. The purpose evolves from desiring to meet the needs of students who have altered their career choice since freshman year from teacher education, outdoor education, or exercise science. As noted in the institutional need and BOR need sections in question 2, the PAL option meets the career goal within the physical active lifestyle leadership domain retaining the active aspect of the career. Students stay in higher education, stay at their university of choice, incorporate their already completed coursework, and earn a degree with specificity rather than a

vague 'general study' degree. A specific degree with detailed curriculum provides value to the degree.

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?¹

The proposed program is within the authorized mission of BHSU. BOR Policy 1:10:4 authorizes BHSU to offer undergraduate programs in liberal arts and sciences and wellness. Related undergraduate programs already exist at BHSU including Teacher Education, Outdoor Education, and Exercise Science.

The following was taken from the 2014-2020 Strategic Plan for the SD BOR:

Goal 1: Student Success – Reflecting rates of growth in total graduates over the last five years, grow degree production to 7,450 per year by 2020.

Intended Outcomes:

- Grow the number of undergraduate and graduate degrees awarded.
- Improve institutional four-year and six-year graduation rates.

Action steps – The role of the Board of Regents is to enact and monitor policy, advocate for state investment, create incentives to the universities, and monitor and evaluate institutional outcomes to achieve the intended outcomes.

Expand educational access

- Encourage campuses to create innovative programs to attract and retain in SD, more non-resident students.

Work with campuses to improve student retention and completion.

- Expand degree completion programs for students who have finished a significant number of credits, but have not yet graduated.
- Provide students with better tools to plan and manage their program of study.

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?² If there are no related programs within the Regental system, enter "None."

¹ 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.

² Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

SD BOR Institution	Related Program Title	Significant differences to PAL, the proposed program
University of South Dakota	Exercise Science Kinesiology & Sport Management Physical Education Certification	The Physical Activity Leadership Program focuses on actual participatory leadership of lifespan activity in a variety of environments. PAL differs significantly from each of these related programs which either: a) lead specifically to P-12 teacher certification with oversight by the Department of Education; b) focus on elite-performance, non-pediatric, fitness-based individual activity. Also significant; PAL requires no additional resources.
Dakota State	Exercise Science Physical Education Certification	
Northern State	Human Performance and Fitness Physical Education Certification	
South Dakota State University	Exercise Science Physical Education Certification Community and Public Health Sport and Recreation Management	
South Dakota Mines	none	

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.³

	Institution	Program Title
Minnesota	Minnesota State University	Recreation, Parks, & Leisure Services; Health Education (teaching); Physical Education (teaching)
	University of Minnesota	Recreation, Parks, & Leisure Studies
North Dakota	University of North Dakota	Kinesiology (Major); Public Health (Minor)
	North Dakota State University	Physical Education (teaching)
Montana	Montana State University	Health & Physical Education (teaching); Outdoor Recreation Program
	University of Montana	Parks, Tourism, & Recreation Management
Wyoming	University of Wyoming	Physical Education (teaching)

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

³ This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

Students in the PAL program will likely be redirected from Exercise Science, Physical Education P-12 Teaching, or Outdoor Education. The proposed program is designed to increase retention and graduation of existing students.

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

Academic Year	2 nd semester Sophomore New	Junior Continuing/ New	Senior* continuing/New Would not expect many 'new seniors'	Graduating
2020-21	3	0/5	NA	N/A
2021-22	3	3/8	5/1	0
2022-23	5	3/8	11/2	6
2023-24	8	5/10	11/2	13
2024-25	8	8/10	15/2	13
2025-26	9	8/10	18/2	17

Methodology: reviewed the number of Physical Education Candidates unable to meet all program requirements. Reviewed the number of Exercise Science students unable to achieve the 2.7 gpa and grade requirement to enter the internship required for graduation. Although the number of exercise science candidates unable to meet the continuation requirements is much higher than the estimated number to enter this degree, some completely change degrees into another field and it will take time for PAL to become a known alternative.

9. Complete the following charts to indicate if the university intends to seek 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 2020

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods ⁴	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

⁴ Delivery methods are defined in AAC Guideline 5.5.

10. What are the university's plans for obtaining the resources needed to implement the program? Indicate "yes" or "no" in the columns below.

	Development/ Start-up	Long-term Operation
Reallocate existing resources	No	No
Apply for external resources ⁵	No	No
Ask Board to seek new State resources ⁶	No	No
Ask Board to approve a new or increased student fee	No	No

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

Montana State University – Billings Health and Wellness Program

This program was selected for content relationship to the Physical Activity Leadership program's human development and performance strand. However, it lacks the leadership component of BHSU's intended program.

(program copy on next page)

⁵ If checking this box, please provide examples of the external funding sites identified

⁶ Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

lu/catalogs/worksheets/Health%20and%20Wellness%20Option.pdf

Course			Credits	Grade	Semester	Equivalent
<i>A minimum grade of C- or better is required in all major coursework</i>						
Health & Wellness Requirements						
ACT	498	Internship	3			
CHTH	250	Introduction to Public Health	3			
CHTH	317	Health Behavior Theories	3			
CHTH	355	Theory and Practice of Community Health Education	3			
CHTH	435	Human Response to Stress	3			
CHTH	450	Worksite Health Promotion	3			
ECP	120	Emergency Medical Responder	3			
+HADM	440	Managerial Epidemiology and the Public's Health	3			
HEE	340	Methods of Health Education	3			
KIN	364	Research Methods in Health and Human Performance	3			
*HTH	270	Global Health Issues	3			
KIN	105	Foundations of Exercise Science	3			
KIN	106	Foundations of Exercise Science Lab	1			
KIN	320	Exercise Physiology	3			
KIN	321	Exercise Physiology Lab	1			
KIN	322/	Kinesiology	3			
	323	Anatomical Kinesiology Lab	1			
OR						
KIN	325/	Biomechanics				
	328	Kinesiology and Biomechanics Lab				
KIN	415	Advanced Exercise Testing and Prescription	3			
^NUTR	411	Nutrition for Sports and Exercise	3			
#PSYX	222	Psychological Statistics	3			

^Prerequisite of NUTR 221.

#Prerequisites of PSYX 100 and STAT 141 (216).

+Prerequisite of HADM 210.

12. Additional Information: *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item if it is not used.*

Three critical points related to this proposed degree:

- 1) \$0.00 funding requested: all courses, faculty, facilities, equipment, and advising is in place.
- 2) Meets BOR Strategic Plan Goal 1 (details above)
- 3) Provides a meaningful path to graduation leading to immediately employable careers in the field of study.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – B
DATE: August 7-8, 2019

SUBJECT

BOR Policy Revisions – Institutional Mission Statements (First Reading)

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

BACKGROUND / DISCUSSION

The Board received a “Special Analysis: Institutional Mission Statements” report at their [August 2018](#) retreat. That report illustrated the importance of institutional mission statements as well as outlining a variety of problems and conflicting information in the existing Board policies. The Board agreed at that time to delay final approval until institutions had a chance to create new statements accurately reflecting their visions. Board staff and the Academic Affairs Council (AAC) have worked to update to the institutional mission policies in Board Policies 1:10:1 through 1:10:6 since their [April 2017](#) meeting. These updates include more accurately reflecting Board approved curriculum, programs, and degrees. In addition, new revisions made since the August 2018 Board meeting include updated individualized mission statements as approved by each institution.

IMPACT AND RECOMMENDATION

None

ATTACHMENTS

- Attachment I – BOR Policy 1:10:1 – USD Mission Statement
- Attachment II – BOR Policy 1:10:2 – SDSU Mission Statement
- Attachment III – BOR Policy 1:10:3 – SDSM&T Mission Statement
- Attachment IV – BOR Policy 1:10:4 – BHSU Mission Statement
- Attachment V – BOR Policy 1:10:5 – DSU Mission Statement
- Attachment VI – BOR Policy 1:10:6 – NSU Mission Statement

DRAFT MOTION 20190807_5-B:

I move to approve the first reading of the revised BOR Policies 1:10:1 through 1:10:6, as presented.

SOUTH DAKOTA BOARD OF REGENTS

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 recognizes the University of South Dakota's mission as:

To be the best small, public flagship university in the nation built upon a liberal arts foundation.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing 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 Community College for Sioux Falls University and 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 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.P.A.), Master of Public Health (M.P.H.), Master of Science (M.S.), Master of Science in Administration (M.S.A.), Master of Social Work (M.S.W.), Transitional Doctorate in Physical Therapy (t-D.P.T.). Certificates in related fields.

Draft

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR October 1992; BOR December 1993; BOR May 1996; BOR December 2001; BOR December 2003.

SOUTH DAKOTA BOARD OF REGENTS**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 recognizes South Dakota State University's mission as:

To offer 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.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

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.

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, American Indian and Indigenous Studies, 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, 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.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1996; BOR December 2003; BOR May 2011.

SOUTH DAKOTA BOARD OF REGENTS

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 Board recognizes the South Dakota School of Mines and Technology's mission as:

To educate scientists and engineers to address global challenges, innovate to reach our creative potential, and engage in partnerships to transform society.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

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.

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.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1996; BOR December 2003.

SOUTH DAKOTA BOARD OF REGENTS

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 recognizes Black Hills State University's mission as:

To be a dynamic learning environment that fosters critical thinking and creative expression. We inspire students to engage in their global communities while honoring the spirit of the Black Hills.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

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:

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 Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), and Master of Science (M.S.). Certificates in related fields.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1995; BOR May 1996; BOR December 2003; BOR August 2006

SOUTH DAKOTA BOARD OF REGENTS

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 recognizes Dakota State University's mission as:

To empower people with STEM-based education preparing them for compelling, creative and lasting careers.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

Dakota State University is a member of the South Dakota System of Higher Education.

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, English for New Media, Exercise Science, General Studies, Information Technology and Security, Mathematics, Physical and Biological Sciences, and Respiratory Care (per SDCL 13-59-2.4).

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 Defense and Operations.

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.

SOUTH DAKOTA BOARD OF REGENTS

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 Board recognizes Northern State University's mission as:

NSU will be a nationally-recognized student-centered institution committed to academic and extracurricular excellence, and global learning opportunities in a beautiful Midwestern setting.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

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.

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.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1991; BOR May 1994; BOR May 1996; BOR March 2001; BOR December 2003.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – C
DATE: August 7-8, 2019

SUBJECT

Free Speech Policy Revisions – BOR Policies 1:32 & 3:18 and Proposed BOR Policy 6:13:1 (Second Reading)

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
[HB1087](#) (2019 Legislative Session) - An Act to promote free speech and intellectual diversity at certain institutions of higher education

BACKGROUND / DISCUSSION

During its [December 2018](#) meeting the Board approved changes to BOR Policies 1:17, 3:3, 3:4, 3:18, 4:21, 6:13, and 7:1, all of which touched on first amendment issues in one respect or another. [HB1087](#) was subsequently passed during the 2019 Legislative Session, which addressed a number of issues germane to various BOR policies. Consequently, the proposed changes to the attached policies, which include the addition of a new policy, have been made to incorporate the relevant text from HB1087, providing further clarity to the campuses on the various first amendment related issues. The Board approved first reading of these policies at its [June meeting](#). Since the first reading, BOR Policy 6:13:1 was revised to include a definition of guest, in addition to including student organizations in the list of those capable of inviting guests (the foregoing changes are tracked in Attachment III).

The specific policy changes are summarized below:

BOR Policy 1:32 – The proposed amendment incorporates the definition of intellectual diversity used in HB1087 and the annual reporting required thereby, stating that each institution will provide a report to the Executive Director, on or before November 1st of each year, on institutional activities germane to the policy, including (i) all actions taken by the institution to promote and ensure intellectual diversity and the free exchange of ideas, and (ii) a description of any events or incidents that impeded intellectual diversity and the free exchange of ideas.

(Continued)

DRAFT MOTION 20190807_5-C:

I move to approve the second and final reading of the proposed revisions to BOR Policies 1:32 and 3:18 and proposed BOR Policy 6:13:1.

BOR Policy 3:18 – The proposed changes incorporate clear language from the legislation which prohibits various forms of discrimination against student organizations based on their ideological, political or religious viewpoints.

BOR Policy 6:13:1 – This proposed policy addresses the use of institutional facilities and grounds for expressive activity by student organizations, students, employees, and their invited guests. This policy is an offshoot of BOR Policy 6:13, which addresses use of institutional facilities and grounds by private parties. The intent of this policy is to provide a clear framework pertaining to the expressive activity of the “campus community” on institutional grounds. Currently, BOR Policy is silent on this topic, which has resulted in uncertainty with respect to the treatment of these individuals in comparison to that prescribed for private parties. The proposed policy provides clear guidance on covered/prohibited activity, the parameters within which the campuses are to operate/further regulate, enforcement, and the process for addressing appeals.

IMPACT AND RECOMMENDATIONS

The changes to BOR Policies 1:32 and 3:18, and addition of BOR Policy 6:13:1, have been proposed to better align with the verbiage contained in HB1087 and to provide greater clarity for institutional leadership as they manage freedom of speech issues on their campuses.

Staff recommends approval, subject to any additional clarifications or changes deemed appropriate by the Board.

ATTACHMENTS

Attachment I – BOR Policy 1:32 Commitment to Freedom of Expression

Attachment II – BOR Policy 3:18 Recognition and Funding of Student Organizations

Attachment III – Proposed BOR Policy 6:13:1 Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Commitment to Freedom of Expression

NUMBER: 1:32

A. PURPOSE

To express the Board's commitment to the principles of expression protected by the First Amendment to the U.S. Constitution

B. DEFINITIONS

1. Intellectual diversity: Intellectual diversity denotes a learning environment that exposes students to and encourages exploration of a variety of ideological and political perspectives.

C. POLICY

The Board and its institutions have a long history of commitment to the principles of free expression and encourage the timely and rational discussion of topics whereby the ethical and intellectual development of the student body and general welfare of the public may be promoted.

Freedom of expression includes the right to discuss and present scholarly opinions and conclusions on all matters both in and outside the classroom without Board or institutional discipline or restraint. This freedom includes the right to speak and write as a member of the institutional communities governed by the Board or as a private citizen on matters of public concern. The Board and its institutions are committed to these principles and provide all members of their community the latitude to explore ideas and to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the institution, the Board fully respects and supports the freedom of all members of the institutions' community to discuss any problem or issue that presents itself.

The ideas of different members of the institutions' community will often and quite naturally conflict, and some individual's ideas will even conflict with the institutions' values and principles. But it is not the proper role of the Board or the institutions to attempt to shield individuals from viewpoints they find unwelcome, disagreeable, or even deeply offensive. To be clear, the Board greatly values and is responsible for upholding a culture of civility at its institutions. All members of the institutions' community share in the responsibility for maintaining a climate of mutual respect. Such a climate is essential to First Amendment principles of academic freedom and freedom in learning, as both principles rely on the

discursive order and restraint from disruption that civility demands of each of us. Yet, while the manner in which ideas are conveyed may be uncivil and disrespectful, ideas, themselves, are not. In other words, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our institutions' community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever, whenever, and wherever they wish. The institutions may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the institution, including any limited public or nonpublic forum it creates. In addition, the institution may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the institution. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the Board's commitment to a free and open discussion of ideas.

It is the Board's fundamental commitment to the principle that viewpoints may not be suppressed because the ideas put forth are thought by some or even by most members of the institutions' community to be offensive, unwise, immoral, or wrong-headed. Controversial speech and robust debate are expected and valued at the institutions. The right to engage in such expression is one of the rights protected by the United States Constitution. Indeed, encouraging intellectual diversity in faculty and fostering the ability of members of the institutions' community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the institutions' educational missions.

As a corollary to the Board's commitment to protect free expression, and as suggested by the above discourse on civility, members of the institutions' community must also act in conformity with the responsibilities of free expression. Although members of the institutions' community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the conduct of the institutions or the freedom of others to express views they reject or even loathe. To this end, the Board and the institutions have a responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

Accordingly, the Board will adopt and interpret policies consistent with this commitment and institutions will ensure their policies and procedures uphold the commitment contained herein and within the policies adopted by the Board setting forth reasonable time, place, and manner restrictions.

This policy shall not be interpreted in any manner to: (i) mandate new funding by institutions to ensure its enforcement, (ii) limit the authority and responsibility of faculty to maintain pedagogical order in the classroom, or (iii) abridge the rights provided in BOR Policy 1:11.

On or before November 1st of each year, each institution shall provide a report to the Executive Director on institutional activities germane to this policy, which shall include: (i) all actions taken by the institution to promote and ensure intellectual diversity and the free exchange of ideas, and (ii) a description of any events or incidents that impeded intellectual diversity and the free exchange of ideas.

FORMS / APPENDICES:

None

SOURCE:

(RR, 12:02, 1977); BOR March 1993; BOR December 2018.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Recognition and Funding of Student Organizations

NUMBER: 3:18

A. PURPOSE

To establish policy regarding the recognition of student organizations on campus and the provision of funding thereto.

B. DEFINITIONS

None

C. POLICY

1. Recognition of Student Organizations

1.1. Each institution will develop and publish criteria for recognition of student organizations. These recognition criteria will require student organizations to operate under a formal set of articles that define the powers of the organization and describe how those powers may be exercised, just as articles of incorporation or constitutions define the powers of commercial, nonprofit or governmental entities and describe how these powers may be exercised. Each institution will establish rules for budgeting, custody, expenditure and audit of organization funds, and the recognition criteria will require that recognized student organizations abide by such rules. No such rules or criteria may discriminate against any student or student organization based on the content or viewpoint of their expressive activity.

Such criteria will require student organizations to operate in a nondiscriminatory manner as provided in Board Policy No. 1:18. In compliance with Board Policy No. 1:18(5) institutions will recognize two limited exceptions to the general requirement that organizations not restrict membership or participation on the basis of race, color, creed, religion, national origin, ancestry, citizenship, gender, transgender, sexual orientation, age, disability, genetic information, military service membership or veteran's status. Consistently with rights guaranteed under state and federal constitutions, Board Policy No. 1:18(5) accommodates the distinctive characteristics of intimate associations or expressive associations. In keeping with these guarantees, an institution may not prohibit an ideological, political or religious student organization from requiring its leaders or members of the organization affirm and adhere to the organization's sincerely held beliefs, comply with the organization's standards of conduct, or further the organization's mission or purpose, as defined by the organization.

- 1.1.1. Intimate associations involve distinctively personal aspects of life. Factors that suggest that an organization should be treated as intimate association include: (a) the relative smallness of the organization; (b) a high degree of selectivity in choosing and maintaining members of the organization; (c) the personal nature of the organization's purpose; and (d) the exclusion of nonmembers from the central activities of the organization.
 - 1.1.1.1. A student organization that operates a residential facility for its membership would illustrate the kind of organization that might be classified as an intimate association, at least insofar as relates to limiting membership on the basis of gender.
- 1.1.2. Expressive associations are created for specific expressive purposes, and they would be significantly inhibited in advocating their desired viewpoints if they could not restrict their membership based on race, color, creed, religion, national origin, ancestry, citizenship, gender, transgender, sexual orientation, age, disability, genetic information or military service membership or veteran's status.
 - 1.1.2.1. A student organization dedicated to the practice of a particular religious faith would illustrate the kind of organization that might be classified as an expressive association, at least insofar as relates to limiting membership on the basis of adherence to the tenants of that faith.
- 1.1.3. Exceptions from the nondiscrimination policy will be made only to the extent necessary to accommodate the particular circumstance that warrants an exception; the overarching purpose of supporting student organization activities is to prepare students to act as citizens and leaders of a republican form of government, which by its nature permits discrimination against none.
 - 1.1.3.1. By way of illustration, but not limitation, a student organization operating a residential facility for its membership may be allowed to limit membership on the basis of gender, but not on the basis of religion; a student organization dedicated to the practice of a particular religious faith may be allowed to limit membership on the basis of religion, but, absent any contrary doctrine of faith, not on the basis of gender.
- 1.1.4. Each institution will establish a process that student groups may follow to secure recognition as student organizations. The chief executive officer of the institution will designate an administrator who will be responsible for determining whether a group of students satisfies the criteria for recognition as a student organization. Institutions with student government organizations may request that such organizations review applications for recognition as student organizations and make recommendations to the designated administrator whether a particular group of students satisfies the institutional criteria for recognition.

2. Funding of Student Organizations

In order to reduce the economic barriers to forming and operating student organizations or to accessing means of communication, institutions may grant subsidies, pursuant to this section, from funds apportioned from the general activity fee.

Only recognized student organizations may receive disbursements from the fund to finance the organizations' general operational expenses and to subsidize cultural, social, recreational and informational activities and events sponsored by the organizations.

Funding allocated to student organizations shall be distributed in a nondiscriminatory manner in accordance with applicable state and federal authority, and ~~Funding shall be allocated~~ consistent with the institution's interests as outlined herein; provided that

2.1. No student organization will be eligible for fee subsidies:

- 2.1.1. If the funding is prohibited by Article 6, § 3 of the SD Constitution because it will be used for sectarian ceremonies or exercises;
- 2.1.2. If the funding is prohibited by SDCL § 12-27-20 because it will be used for the promotion or opposition of particular candidates for public office or ballot issues in elections, or financing off-campus lobbying or political activities of non-students;
- 2.1.3. If the organization operates a residential facility for its membership or otherwise generates income from commercial activities for the personal use and benefit of members or on behalf of for-profit entities; or
- 2.1.4. If the organization generates income for the personal use and benefit of the sponsoring organization members or on behalf of for-profit entities.

This section does not prohibit a student governance body, recognized by the institution, whose leadership is popularly elected by the students, from using funding to communicate its position on behalf of all students, either through lobbying efforts before legislative bodies.

3. Procedures for Requesting Funding and Allocating Funds

- 3.1. Each institution will develop and publish instructions outlining the procedure that recognized student organizations may use to request funding from the general activity fee levied pursuant to Board Policy No. 5:5:4(1)(B).
- 3.2. The chief executive officer of the institution will designate an administrator who will be responsible for determining how funds will be allocated. Institutions with student government organizations may request that such organizations review applications for funding and make recommendations to the designated administrator.
- 3.3. Each institution will develop standards to guide the review of funding requests submitted by recognized student organizations. Subject to the limitations stated herein, these standards will require that decisions be made on grounds unrelated to the exercise by students through the organization of their rights to free expression, to the free exercise of religion, to the freedom of association or to the freedom to petition government. Such rights-neutral mechanisms may include, without limitation, random selection from among student proposals or prioritization based upon frequency of funding or other objective factors unrelated to the exercise of protected rights.

FORMS / APPENDICES:

None

SOURCE:

BOR October 1994; BOR October 1996; BOR December 2000; BOR April 2013; BOR December 2018.

--DRAFT--**--DRAFT--****--DRAFT--**

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Use of Institutional Facilities and Grounds for Expressive Activity by [Student Organizations](#), Students, Employees, and their Guests

NUMBER: 6:13:1

A. PURPOSE

To promote and facilitate free expression while allowing the institution to ensure such activities do not interfere with the institution's mission and operations or with the rights of others.

B. DEFINITIONS

1. **Coercion** is the inducement of another to perform some act under circumstances which deprives them of their exercise of free will, such as force, threats, attempts to intimidate or badger a person into viewing, listening to, or accepting a copy of communication; or persistently requesting or demanding the attention of a person after that person has attempted to walk away or has clearly refused to attend to the speaker's communication.

2. **Demonstration** is any process of showing an individual or group cause by speech, example, group action or other form of public explanation.

3. **Debate** is a discussion involving different viewpoints in which different sides of an issue are advocated or presented by differing speakers.

4. **Expressive activity** is any lawful noncommercial verbal or written means by which one person communicates ideas to another, and includes peaceful assembly, protests, debate, demonstrations, speeches, distribution of literature, the carrying of signs, and the circulation of petitions.

4.5. Guest is any person who enters campus for a purpose connected with the expressive activity of an institution's student organization, student, or employee acting in their non-institutional capacity by express or implicit invitation of the student organization, student, or employee. By inviting the guest, the student organization, student, or employee, in their individual capacity, assumes responsibility for the compliance, safety, behavior, and violations of their guest.

5.6. Prohibited Conduct is any conduct violating state or federal law, regulation, or policy, including but not limited to coercion, speech unprotected by the United States or South Dakota Constitution, unlawful conduct under state or federal law, rule, or policy, including but not limited to Board or institutional policies.

--DRAFT--**--DRAFT--****--DRAFT--**

~~6.7.~~**Institution** means Black Hills State University, Black Hills State University – Rapid City, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, University Center – Sioux Falls, and University of South Dakota.

~~7.8.~~**Large-scale events** are defined as (i) events that are expected to attract 50 or more people or (ii) events that request the use of amplified sound. Such events include invited speakers, marches, parades, protests, and demonstrations.

C. **POLICY**

1. **Policy Statement**

The South Dakota Board of Regents recognizes and supports the educational institutions as marketplaces of ideas. The primary function of the institutions is to discover and disseminate knowledge by means of research and teaching. The Board supports the right of [student organizations](#), students, employees, and their guests to speak in public and to demonstrate for or against actions and opinions with which they agree or disagree. Freedom of expression is vital to the shared goal of the pursuit of knowledge. Such freedom comes with a responsibility to welcome and promote this freedom for all, even in disagreement or opposition. In doing so, however, students, employees, and their guests must comply with this and other Board policies, and institutional policies.

2. **General Guidelines**

2.1 The Board and its institutions are committed to providing an educational, research, and service environment that is conducive to the development of each individual. As a public entity, the Board and its institutions provide both formal and informal forums for the expression of ideas and opinions as long as it is done within the context of federal and state law and Board and institutional policies, and does not impede pedestrian and/or vehicular traffic, disturb or interfere with normal academic, administrative or student activities, or involve prohibited conduct.

2.2 Because institutional facilities and grounds are tax-exempt public facilities and grounds, they are not generally available for use for commercial purposes, subject to the specific exception set forth in Board Policy 3:7 and 6:13.

3. **Outdoor Areas**

3.1 To facilitate robust debate and the free exchange of ideas, the outdoor areas within the boundaries of the institution, unless otherwise properly restricted, constitute a designated public forum for the benefit of [student organizations](#), students, employees, and their guests to engage in expressive activity. This use may be

--DRAFT--**--DRAFT--****--DRAFT--**

without prior permission from the institution so long as:

- 3.1.1 The area has not been previously reserved or scheduled for a particular function;
 - 3.1.2 No sound amplification is used;
 - 3.1.3 Participants do not violate any Board or institutional policy or engage in prohibited conduct; and
 - 3.1.4 The General Guidelines outlined in Section C.2 are followed.
- 3.2 Nothing in this section 3 shall be interpreted as limiting the right of a student's free expression elsewhere on campus, in keeping with the nature of the forum designated by the institution in which the expressive activity occurs and the implementation of Board Policy 6:13, so long as the expressive activities or related conduct do not violate any other applicable Board or institutional policy or constitute prohibited conduct.
- 3.3. An institution may not designate any outdoor area within its boundaries as a free speech zone or otherwise restrict the expressive activities of students, employees and their guests to particular outdoor areas within its boundaries in a manner that is inconsistent with this policy.

4. Institutional Obligations

- 4.1 Each institution shall designate and publicize:
- 4.1.1 the institutional office(s) for scheduling and coordinating large scale events;
 - 4.1.2 the contact information for the person or office to which appeals of this or related institutional policies are submitted, who shall not be the person or office that schedules and coordinates large scale events;
 - 4.1.3 a form, whether physical or electronic, for reserving facilities or grounds; and
 - 4.1.4 the grounds for granting or denying a reservation in keeping with Board Policy 6:13(C)(2.5).
- 4.2 An institution may maintain and enforce additional lawful reasonable time, place, and manner restrictions on the use of outdoor areas within the institutional boundaries, so long as any such restrictions are clear, narrowly tailored in the service of a significant institutional interest, published, content-neutral, viewpoint-neutral, and provide alternate means of engaging in the expressive activity. Any such restrictions shall allow students and employees to spontaneously and contemporaneously assemble in outdoor areas within the boundaries of the institution, unless otherwise properly restricted, as long as their conduct is not unlawful and does not materially and substantially disrupt the functioning of the institution.

5. Guidelines for Expressive Activity by Students and Student Organizations

--DRAFT--**--DRAFT--****--DRAFT--**

- 5.1 A student's right of freedom of expression at the institution includes organized demonstrations or events. At the same time, the institution has long recognized that this right does not include the right to engage in conduct that disrupts the institution's operations, infringes other students' freedom in learning, interferes with the academic freedom of faculty, endangers the safety of others, or constitutes prohibited conduct.
- 5.2 The institution shall require any student or student organization, planning a large-scale event to contact the designated institutional office in advance of the large scale event. A representative of the designated institutional office will work with the requesting person to either meet the request or find a reasonable alternate time and location.
- 5.3 The institution may require the requesting party to provide a parade route, hire security, ensure egress to facilities, or take other steps to maintain the safety of the campus; however, any such requirement(s) must be based on definite and objective criteria that are not content-based. All participants must follow all Board and institutional policies and applicable law.
- 5.4 Access to, and use of, facilities and grounds at institutions shall be equally available to all student organizations, regardless of the ideological, political, or religious beliefs of the organization.

6. Guidelines for Expressive Activity by Guests

- 6.1 Guests of student organizations, students, and employees may engage in expressive activity in outdoor areas in conformity with all applicable policies and in a manner that does not constitute prohibited conduct, or they may seek to reserve select campus facilities pursuant to Board Policy 6:13.
- 6.2 Hosts of guests who are planning a large-scale event must contact the designated institutional office in advance of the large scale event. A representative of the designated institutional office will work with the requesting person to either meet the request or find a reasonable alternate time and location.

7. Enforcement

- 7.1 Student organizations, ~~s~~Students', and employees' guests found violating Board or institutional policies, including this policy, will be subject to immediate removal from the institutional grounds, without prior warning, by appropriate institutional agents or officials and may be subject to appropriate legal action
- ~~7.1~~7.2 Students and/or student organizations violating this policy will be subject to disciplinary action pursuant to the Student Code of Conduct.

--DRAFT--

--DRAFT--

--DRAFT--

~~7.27.3~~ Employees violating this policy will be subject to disciplinary action pursuant to applicable Board Policy.

8 Appeals

Individuals who believe that the institution violated this policy may obtain a review as follows:

- 8.1 The appeal must be presented on the approved form.
- 8.2 The completed written appeal must be presented within five (5) working days after the violation occurred.
- 8.3 The appeal shall state specifically facts that, if proven, would demonstrate:
 - 8.3.1 that the denial was based upon an incorrect assessment of material fact or
 - 8.3.2 that it involved a misinterpretation, misapplication or violation of the requirements of Board or institutional policy.

Mere conclusions, general allegations and speculative statements cannot establish a factual ground for the claim that Board or institutional policy has been misinterpreted, misapplied or violated.
- 8.4 The designated institutional office will respond to such appeals via email within two (2) working days after their receipt by the institution. Should the institutional office deny the appeal, it shall provide in its response a copy of the reservation and the procedure for appealing the decision to the institutional chief executive officer.
- 8.5 If the individual remains dissatisfied, they may appeal to the institutional chief executive officer by filing a written appeal on the same approved form within five (5) working days after the institution issued its response.
 - 8.5.1 The institutional chief executive officer shall have five (5) working days after receipt of such an appeal to conduct such an investigation as may be warranted under the circumstances and to issue a written decision addressing the concerns raised by the individual, determining whether denial was proper and, if the appeal is denied, informing the individual of the discretionary appeal to the Board of Regents.
- 8.6 After exhausting institutional appeals, the individual may appeal the determination of the institutional chief executive officer by submitting a written appeal to the Executive Director of the Board within ten (10) working days from the effective date of the institutional chief executive officer decision. Such an

--DRAFT--**--DRAFT--****--DRAFT--**

appeal shall include the completed reservation form, the denial, the appeals and decisions exchanged at the institutional level, and the required appeal form.

- 8.6.1 The Executive Director of the Board shall have ten (10) working days after receipt of such an appeal to review the appeal and its documentation and to determine whether to attempt to mediate a resolution. Within five (5) working days thereafter, the Executive Director shall either issue a preliminary recommendation or refer the matter to a hearing examiner to determine whether the matter presents contested issues of material fact warranting a hearing or whether denial was proper as a matter of law.
- 8.6.2 If the Executive Director issues a preliminary recommendation that would deny the individual relief, the individual shall be allowed ten (10) working days from the transmission or deposit in the mail of the Executive Director's written response to provide reasons why that response should not become final.
- 8.6.3 If the Executive Director appoints a hearing examiner using the contested case proceedings pursuant to SDCL ch. 1-26, the hearing examiner shall contact the institution and the individual within ten (10) working days from the date of appointment to schedule any necessary exchanges of authorities, hearings or evidentiary hearings.
- 8.6.3.1 The hearing examiner will make a recommendation to the Board which will take the form of findings, conclusions and an order of disposition and will be issued within fifteen working days of the hearing or of the expiration of any briefing schedule established by the hearing examiner. A copy of the recommendation will be provided to the institution and to the private party. The recommendation must be based solely on the record, pertinent institutional and Board policies, this agreement and the law of the land.
- 8.6.4 The Board will make a final decision based upon the recommendation of the hearing examiner or the Executive Director where a matter is to be resolved as a matter of law. In addition, it may review the record pertinent to the issues and may hear testimony from individuals as it deems appropriate. Such decision will be made at the next regularly scheduled Board meeting following receipt of the recommendation, provided the recommendation is received not less than ten working days prior to the Board meeting. If not received in time, the recommendation will be acted upon at the subsequent meeting. If the Board rejects or modifies the recommendation of the hearing examiner or the Executive Director, the Board will provide the institution and the private party with the reasons for rejecting or modifying the recommendation.

--DRAFT--

--DRAFT--

--DRAFT--

8.7 Appeals from the decision of the Board are governed by SDCL ch 1-26.

FORMS / APPENDICES:

None

SOURCE:

DRAFT

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – D
DATE: August 7-8, 2019

SUBJECT

Special Schools Update

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND/DISCUSSION

Superintendent Marjorie Kaiser will provide an update on both the South Dakota School for the Blind & Visually Impaired (SDSBVI) and the South Dakota School for the Deaf (SDSD), focusing on both building/renovations, strategic planning and next priorities.

IMPACT AND RECOMMENDATIONS

Due to the move to its new facility, the SDSBVI school calendar will be altered slightly. Students will go home at Thanksgiving break and return the third week in January. The school day will be increased by 16 minutes throughout the year to meet the state required class time minimums. Staff from all departments will assist with the move. Superintendent Kaiser will provide photos of the building and its layout at the Board's August meeting.

Due to the change in facilities, there will be a disruption of audiology services at the SDSD in Sioux Falls during the time it takes to disassemble, move and reassemble the sound booth. Since this needs to be done by a vendor, it will be dependent on the facility renovation timetable and vendor's schedule. There will be minimal change in outreach services beyond setting up new offices. Superintendent Kaiser will provide floor plans at the Board's August meeting

Both schools are in the final phases of strategic planning and Superintendent Kaiser will have the documents ready for the Board's review in October.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – E
DATE: August 7-8, 2019

SUBJECT

Banner Implementation Update

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:1](#) – General Authority, Powers, and Purpose of the Board ¹
[BOR Policy 1:7:6](#) – Technology and Telecommunications Council ²

BACKGROUND / DISCUSSION

In 2017, the Board of Regents approved both a Banner Version Upgrade for HR and Finance and a Banner Student and Financial Aid Implementation. Our last BOR item was in October 2018. Over the past several months regular Council meeting (Academic Affairs, Technology Affairs), Steering Committee meetings, and Campus Project Manager meeting updates were held. In addition, email communications were provided weekly as a means to update the teams working closely with this project.

IMPACT AND RECOMMENDATIONS

SISFA – Student Information System and Financial Aid Implementation.

The timeline commitments for implementing SISFA include:

COMPLETED General Person	October 15, 2018
COMPLETED FA New Year Roll Deployment	October 22, 2018
COMPLETED FA Applications Deployment	November 5, 2018
COMPLETED General Student Deployment	December 17, 2018
COMPLETED Application Phase I Deployment	January 17-23, 2019
COMPLETED Admissions/Overalls Deployment	January 21-25, 2019
COMPLETED Financial Aid Awarding Deploy	February 11, 2019
COMPLETED Other General Student Migration	March 5, 2019
COMPLETED Summer/Fall Registration Deploy	March 18, 2019
COMPLETED Accounts Receivable Deployment	May 10, 2019
COMPLETED FA Disbursements/COD Orig.	May 10, 2019

¹ Policy 1:1 outlines the constitutional authority the Board of Regents has to govern the University system. This governance includes full power, responsibility, and authority to supervise, coordinate, manage and regulate.

² Policy 1:7:6 outlines the goal to incorporate technology systems as outlined by the Board of Regents.

(Continued)

INFORMATIONAL ITEM

COMPLETED Academic History Deployment	May 15-31, 2019
COMPLETED Mobile Application Deployed	May 31, 2019
CRM Application Deployment TBD by Campus	August 31, 2019
DegreeWorks Degree Audit Deployment	October 7, 2019
DegreeWorks Student Planner Deployment	January 2020

As noted in the timeline above, all major aspects of this system are now live. Financial Aid was the forerunner with their October 2018 go-live date, shortly followed by Admissions January 2019, General Student March 2019, Accounts Receivable and Academic Records (both May 2019). As of this date July 29, 2019 we have processed over 600 transcripts from Banner (this feature and functionality of the system went live on July 22, 2019).

The additional three items that remain for go-live are part of add-ons to the Banner Baseline. The Recruitment software (CRM) is campus specific and determined by Campus needs. The timeline for those campus systems are as follows:

BHSU	Undergraduate Scheduled August 2019; Graduate In Progress TBD.
DSU	Undergraduate/Graduate CRM Scheduled July 2019.
NSU	Undergraduate CRM Scheduled August 2019; Graduate Scheduled 2020.
SDSMT	Undergraduate/Graduate Live CRM.
SDSU	Undergraduate/Graduate Live CRM.
USD	Undergraduate CRM Scheduled August 2019; Graduate Live CRM.

The DegreeWorks software is scheduled to be initiated in a two-part phase. The audit software will go-live with the Registration cycle in October allowing advisors and faculty to work with students for their registration/course needs. Then Student Planner functionality will go-live in January with the newest software version allowing student to maximize the newest features provided.

Project Close-Out

Given that the majority of the milestones are completed for the implementation, this project as it relates to consulting services has started to close out. The project leadership (Steering Committee) did discuss next steps as it relates to on-going maintenance and additional work to meet SD needs. Part of the next phase will be to utilize the Ellucian Action Line rather than the implementation consultants. Regents Information Systems is in the process to create documentation on support roles for Action Line cases. The monitoring of those Action Line cases will also be part of these procedures. As the implementation closes out, the team will start migrating to the Maintenance Phase.

Maintenance Phase

With the implementation phase closing out, the focus has now started to shift in understanding the interplay between modules, the reports/edits necessary and documentation of rules, procedures, etc. Therefore, additional resource and effort will

include training, integration, scripts/processes (automation), workflow, etc. This next phase concentrates then on ensuring that the implementation has met the stakeholder needs and if not augment the system processing to meet the needs. In any software cycle, this next maintenance phase is critical for continued success.

As we now reside in an Enterprise Resource Planning System (ERP) all module teams now must work together to ensure proper reporting, workflow and services are best equipped to meet the stakeholder needs (i.e., employee, student, vendor, lender, etc.).

Project Status

Overall the student information system project has remained within the project scope in totality with minimal modification. With that said, there has been a finite number of SDBOR system modifications requested and approved through the Project Management guidelines.

Of the system requests, the approved changes with some impact to project scope and budget include:

- Veteran Information
- Accounts Receivable Cash Distribution
- Data Migration of the In-Flight Applications
- Change Request Additional Consulting Hours – Functional/Data Migration/Project Management Services (This includes 1098T hours)
- Ethos Integration Services

Summary

There is much credit to be given to the teams that were assigned to this project. It required time, effort, resources and dedication to get to where the system is as of today. The BOR project team wants to impart a *sincere thank you* to the countless hours that this team dedicated with diligence and to the campus leadership for guiding their teams during this implementation. The project team also extends a thank you to the Ellucian consultants and project leadership for their continued support and effort in this project.

As stated above, this project will begin to close out of the implementation/execution of the project and move toward the maintenance phase. The team effort will continue; however, the teams will now begin to focus on such areas as reporting, integration, enhanced functionality, modifying configuration to better meet the needs of the universities, documentation, training, scheduling of Banner processes, etc.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – A
DATE: August 7-8, 2019

SUBJECT

FY20 Operating Budgets

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 4-7-13](#) – Legislative adoption of financial plan for each year
[BOR Policy 5:19](#) – System Funding

BACKGROUND / DISCUSSION

The 2019 legislative session has concluded and with that came the passage of the FY20 General Bill (SB191). The Board of Regents received an overall increase to the general fund base of \$10,832,063, of which \$7,164,752 was appropriated for employee compensation and health insurance. The total base general fund change was an increase of 5.1%. Attachment I summarizes the legislative action on the FY20 budget.

Attachment II provides the FY20 operating budgets for the six universities, NSU K-12 E-Learning, SDSU Extension, SDSU Agricultural Experiment Station, the USD Sanford School of Medicine, USD Law School, 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 – FY20 Legislative Action Summary
- Attachment II – FY20 Operating Budgets
- Attachment III – NACUBO Definitions

INFORMATIONAL ITEM

South Dakota Board of Regents FY20 Board of Regents Request and Legislatively Appropriated				
	Base General Fund	FTE	Base General Fund	FTE
FY19 Base General Fund Budget	\$213,390,517	5,184.2	\$213,390,517	5,184.2
Priorities	Requested		Appropriated	
The Dakota Promise (year 1)	\$1,056,971	0.0	\$0	0.0
Salary Competitiveness	\$3,009,210	0.0	\$0	0.0
General Fund M&R	\$3,980,682	0.0	\$3,746,133	0.0
Inflation Increase	\$211,119	0.0	\$0	0.0
South Dakota Opportunity Scholarship	\$100,000	0.0	\$0	0.0
Per Diem and Fleet Rate Increase		0.0	\$42,359	0.0
Research Centers		0.0	\$100,000	0.0
Base Budget Maintenance				
Post-Secondary Scholarship	TBD	0.0	\$7,584	0.0
Utilities	(\$223,892)	0.0	(\$223,892)	0.0
Lease Adjustment	(\$4,873)	0.0	(\$4,873)	0.0
FY20 Requested and Appropriated	\$8,129,217	0.0	\$3,667,311	0.0
FY20 Total Base Funding Appropriated	\$221,519,734	5,184.2	\$217,057,828	5,221.2
Increase without Salary Policy	3.7%	0.0%	1.7%	0.7%
Salary Policy Package			\$4,041,141	0.0
Health Insurance Increase			\$3,123,611	0.0
FY20 Final Base			\$224,222,581	0.0
Increase with Salary Policy			5.1%	0.0%

FY20 One-Time General Fund Requested and Appropriated				
	\$0	0.0	\$0	0.0
FY20 Federal Fund Authority Requested and Appropriated				
Authority Changes	(\$33,470)	0.0	(\$33,470)	0.0
FY20 Other Fund Authority Request and Appropriated				
Authority Changes	\$4,380,500	25.5	\$4,130,500	37.0

**Black Hills State University
FY20 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	\$203,122	\$0	\$0	\$12,635,112	\$0	\$0	\$241,726	\$0	\$22,710	\$13,102,670
Operating Expense	<u>\$320</u>	<u>\$0</u>	<u>\$0</u>	<u>\$835,805</u>	<u>\$0</u>	<u>\$0</u>	<u>\$408,615</u>	<u>\$0</u>	<u>\$91,200</u>	<u>\$1,335,940</u>
Subtotal	\$203,442	\$0	\$0	\$13,470,917	\$0	\$0	\$650,341	\$0	\$113,910	\$14,438,610
FTE	3.4	-	-	140.2	-	-	3.0	-	0.1	146.7
02 Research										
Personal Services	\$61,374	\$0	\$0	\$43,219	\$0	\$2,006,782	\$136,752	\$0	\$0	\$2,248,125
Operating Expense	<u>\$120</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$561,251</u>	<u>\$36,933</u>	<u>\$0</u>	<u>\$0</u>	<u>\$598,305</u>
Subtotal	\$61,494	\$0	\$0	\$43,219	\$0	\$2,568,033	\$173,685	\$0	\$0	\$2,846,430
FTE	0.5	-	-	0.4	-	6.2	1.2	-	-	8.3
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$204,148	\$816,149	\$0	\$0	\$1,020,296
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$162,078</u>	<u>\$476,520</u>	<u>\$0</u>	<u>\$0</u>	<u>\$638,598</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$366,225	\$1,292,668	\$0	\$0	\$1,658,894
FTE	-	-	-	-	-	3.1	8.4	-	-	11.5
04 Academic Support										
Personal Services	\$2,601,327	\$0	\$0	\$537,486	\$0	\$0	\$9,561	\$0	\$0	\$3,148,374
Operating Expense	<u>\$4,640</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,486,418</u>	<u>\$0</u>	<u>\$0</u>	<u>\$71,585</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,562,643</u>
Subtotal	\$2,605,967	\$0	\$0	\$2,023,904	\$0	\$0	\$81,146	\$0	\$0	\$4,711,017
FTE	31.5	-	-	6.3	-	-	-	-	-	37.8
05 Student Services										
Personal Services	\$1,493,613	\$0	\$0	\$2,096,931	\$0	\$549,495	\$93,140	\$0	\$415,183	\$4,648,360
Operating Expense	<u>\$2,570</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,012,397</u>	<u>\$0</u>	<u>\$923,894</u>	<u>\$181,923</u>	<u>\$0</u>	<u>\$272,130</u>	<u>\$2,392,915</u>
Subtotal	\$1,496,183	\$0	\$0	\$3,109,328	\$0	\$1,473,389	\$275,063	\$0	\$687,313	\$7,041,275
FTE	22.8	-	-	28.7	-	14.1	1.3	-	5.6	72.4
06 Institutional Support										
Personal Services	\$2,742,131	\$0	\$0	\$1,052,659	\$0	\$0	\$641,131	\$0	\$0	\$4,435,921
Operating Expense	<u>\$6,280</u>	<u>\$0</u>	<u>\$173,360</u>	<u>\$1,368,452</u>	<u>\$0</u>	<u>\$0</u>	<u>\$348,802</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,896,894</u>
Subtotal	\$2,748,411	\$0	\$173,360	\$2,421,111	\$0	\$0	\$989,933	\$0	\$0	\$6,332,815
FTE	31.7	-	-	13.0	-	-	9.8	-	-	54.6
07 Operation & Maintenance of Plant										
Personal Services	\$2,303,806	\$0	\$0	\$315,254	\$0	\$0	\$104,075	\$0	\$15,218	\$2,738,353
Operating Expense	<u>\$618,874</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>\$1,590,998</u>
Subtotal	\$2,922,680	\$31,161	\$0	\$927,375	\$0	\$0	\$358,575	\$0	\$89,560	\$4,329,351
FTE	45.5	-	-	5.0	-	-	1.4	-	0.1	52.0
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>\$151,988</u>	<u>\$0</u>	<u>\$7,000</u>	<u>\$158,988</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$151,988	\$0	\$7,000	\$158,988
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$113,807	\$0	\$0	\$1,198,826	\$372,449	\$249,356	\$1,934,438
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$50,100</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,413,500</u>	<u>\$3,262,780</u>	<u>\$752,007</u>	<u>\$5,478,387</u>
Subtotal	\$0	\$0	\$0	\$163,907	\$0	\$0	\$2,612,326	\$3,635,229	\$1,001,363	\$7,412,825
FTE	-	-	-	1.0	-	-	17.8	4.9	3.0	26.6
Total Operating Budget										
Personal Services	\$9,405,373	\$0	\$0	\$16,794,467	\$0	\$2,760,424	\$3,241,359	\$372,449	\$702,467	\$33,276,538
Operating Expense	<u>\$632,804</u>	<u>\$31,161</u>	<u>\$173,360</u>	<u>\$5,365,293</u>	<u>\$0</u>	<u>\$1,647,223</u>	<u>\$3,344,367</u>	<u>\$3,262,780</u>	<u>\$1,196,679</u>	<u>\$15,653,667</u>
Subtotal	\$10,038,177	\$31,161	\$173,360	\$22,159,760	\$0	\$4,407,647	\$6,585,726	\$3,635,229	\$1,899,146	\$48,930,205
FTE	135.5	-	-	194.5	-	23.3	43.0	4.9	8.8	410.0

**Dakota State University
FY20 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	\$869,965	\$0	\$0	\$11,299,784	\$0	\$190,883	\$701,212	\$0	\$829,157	\$13,891,001
Operating Expense	<u>\$94,357</u>	<u>\$0</u>	<u>\$0</u>	<u>\$962,353</u>	<u>\$0</u>	<u>\$28,626</u>	<u>\$81,225</u>	<u>\$0</u>	<u>\$1,284,849</u>	<u>\$2,451,410</u>
Subtotal	\$964,322	\$0	\$0	\$12,262,137	\$0	\$219,509	\$782,437	\$0	\$2,114,006	\$16,342,411
FTE	3.3	-	-	104.5	-	3.8	7.2	-	8.1	126.8
02 Research										
Personal Services	\$0	\$0	\$0	\$22,798	\$0	\$678,360	\$100,499	\$0	\$0	\$801,657
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$773,971</u>	<u>\$109,196</u>	<u>\$0</u>	<u>\$0</u>	<u>\$883,167</u>
Subtotal	\$0	\$0	\$0	\$22,798	\$0	\$1,452,331	\$209,695	\$0	\$0	\$1,684,824
FTE	-	-	-	-	-	0.8	-	-	-	0.8
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$137,848	\$1,501,124	\$0	\$0	\$1,638,972
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$288,952</u>	<u>\$1,660,284</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,949,236</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$426,800	\$3,161,408	\$0	\$0	\$3,588,208
FTE	-	-	-	-	-	2.0	9.3	-	-	11.3
04 Academic Support										
Personal Services	\$1,659,604	\$0	\$0	\$846,113	\$0	\$10,576	\$0	\$0	\$99,000	\$2,615,293
Operating Expense	<u>\$2,500</u>	<u>\$0</u>	<u>\$173,360</u>	<u>\$603,732</u>	<u>\$0</u>	<u>\$2,186</u>	<u>\$38,000</u>	<u>\$0</u>	<u>\$381,000</u>	<u>\$1,200,778</u>
Subtotal	\$1,662,104	\$0	\$173,360	\$1,449,845	\$0	\$12,762	\$38,000	\$0	\$480,000	\$3,816,071
FTE	17.1	-	-	9.6	-	-	-	-	1.0	27.7
05 Student Services										
Personal Services	\$2,916,848	\$0	\$0	\$673,185	\$0	\$110,712	\$144,509	\$0	\$44,654	\$3,889,908
Operating Expense	<u>\$115,400</u>	<u>\$0</u>	<u>\$0</u>	<u>\$762,269</u>	<u>\$0</u>	<u>\$99,797</u>	<u>\$360,545</u>	<u>\$0</u>	<u>\$481,978</u>	<u>\$1,819,989</u>
Subtotal	\$3,032,248	\$0	\$0	\$1,435,454	\$0	\$210,509	\$505,054	\$0	\$526,632	\$5,709,897
FTE	47.4	-	-	8.8	-	0.8	0.8	-	0.1	57.9
06 Institutional Support										
Personal Services	\$2,744,170	\$0	\$0	\$1,303,040	\$0	\$0	\$1,044,657	\$0	\$51,436	\$5,143,303
Operating Expense	<u>\$72,019</u>	<u>\$0</u>	<u>\$0</u>	<u>\$728,329</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,205,022</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,005,370</u>
Subtotal	\$2,816,189	\$0	\$0	\$2,031,369	\$0	\$0	\$2,249,679	\$0	\$51,436	\$7,148,673
FTE	26.5	-	-	16.1	-	-	11.8	-	1.0	55.4
07 Operation & Maintenance of Plant										
Personal Services	\$1,442,792	\$0	\$0	\$66,371	\$0	\$0	\$0	\$0	\$26,279	\$1,535,442
Operating Expense	<u>\$375,904</u>	<u>\$22,362</u>	<u>\$0</u>	<u>\$232,551</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,550,756</u>	<u>\$0</u>	<u>\$86,000</u>	<u>\$4,267,573</u>
Subtotal	\$1,818,696	\$22,362	\$0	\$298,922	\$0	\$0	\$3,550,756	\$0	\$112,279	\$5,803,015
FTE	27.5	-	-	1.3	-	-	-	-	0.5	29.3
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>\$731,209</u>	<u>\$392,795</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,124,004</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$731,209	\$392,795	\$0	\$0	\$1,124,004
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$223,980	\$571,232	\$189,184	\$984,396
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>\$4,308,000</u>	<u>\$40,716</u>	<u>\$5,069,636</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$944,900	\$4,879,232	\$229,900	\$6,054,032
FTE	-	-	-	-	-	-	3.5	11.4	2.7	17.6
Total Operating Budget										
Personal Services	\$9,633,379	\$0	\$0	\$14,211,291	\$0	\$1,128,379	\$3,715,981	\$571,232	\$1,239,710	\$30,499,972
Operating Expense	<u>\$660,180</u>	<u>\$22,362</u>	<u>\$173,360</u>	<u>\$3,289,234</u>	<u>\$0</u>	<u>\$1,924,741</u>	<u>\$8,118,743</u>	<u>\$4,308,000</u>	<u>\$2,274,543</u>	<u>\$20,771,163</u>
Subtotal	\$10,293,559	\$22,362	\$173,360	\$17,500,525	\$0	\$3,053,120	\$11,834,724	\$4,879,232	\$3,514,253	\$51,271,135
FTE	121.8	-	-	140.3	-	7.3	32.6	11.4	13.4	326.8

Northern State University
FY20 Operating Budget
(not including K-12 E-Learning)

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$1,946,606	\$0	\$0	\$8,928,825	\$0	\$131,940	\$948,649	\$0	\$260,776	\$12,216,796
Operating Expense	<u>\$5,792</u>	<u>\$0</u>	<u>\$133,593</u>	<u>\$368,015</u>	<u>\$0</u>	<u>\$11,000</u>	<u>\$1,572,416</u>	<u>\$0</u>	<u>\$370,620</u>	<u>\$2,461,436</u>
Subtotal	\$1,952,398	\$0	\$133,593	\$9,296,840	\$0	\$142,940	\$2,521,065	\$0	\$631,396	\$14,678,232
FTE	22.7	-	-	94.3	-	-	5.1	-	2.0	124.1
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$115,489	\$11,427	\$0	\$0	\$126,916
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$286,509</u>	<u>\$18,733</u>	<u>\$0</u>	<u>\$0</u>	<u>\$305,242</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$401,998	\$30,160	\$0	\$0	\$432,158
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$230,439	\$0	\$202,035	\$131,801	\$0	\$0	\$564,275
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$600</u>	<u>\$0</u>	<u>\$232,507</u>	<u>\$73,300</u>	<u>\$0</u>	<u>\$0</u>	<u>\$306,407</u>
Subtotal	\$0	\$0	\$0	\$231,039	\$0	\$434,542	\$205,101	\$0	\$0	\$870,682
FTE	-	-	-	3.0	-	2.2	2.0	-	-	7.2
04 Academic Support										
Personal Services	\$2,354,569	\$0	\$0	\$262,017	\$0	\$106,948	\$6,063	\$0	\$0	\$2,729,597
Operating Expense	<u>\$125,841</u>	<u>\$0</u>	<u>\$49,800</u>	<u>\$769,775</u>	<u>\$0</u>	<u>\$26,000</u>	<u>\$32,300</u>	<u>\$0</u>	<u>\$18,000</u>	<u>\$1,021,716</u>
Subtotal	\$2,480,410	\$0	\$49,800	\$1,031,792	\$0	\$132,948	\$38,363	\$0	\$18,000	\$3,751,313
FTE	28.4	-	-	4.0	-	-	-	-	-	32.4
05 Student Services										
Personal Services	\$3,203,526	\$0	\$0	\$801,853	\$0	\$475,768	\$443,018	\$0	\$83,181	\$5,007,346
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$786,625</u>	<u>\$0</u>	<u>\$304,890</u>	<u>\$531,626</u>	<u>\$0</u>	<u>\$737,767</u>	<u>\$2,360,908</u>
Subtotal	\$3,203,526	\$0	\$0	\$1,588,478	\$0	\$780,658	\$974,644	\$0	\$820,948	\$7,368,254
FTE	45.2	-	-	11.8	-	3.6	4.8	-	0.3	65.7
06 Institutional Support										
Personal Services	\$2,527,317	\$0	\$0	\$364,658	\$0	\$113,020	\$839,626	\$0	\$0	\$3,844,621
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$637,550</u>	<u>\$0</u>	<u>\$0</u>	<u>\$288,800</u>	<u>\$0</u>	<u>\$0</u>	<u>\$926,350</u>
Subtotal	\$2,527,317	\$0	\$0	\$1,002,208	\$0	\$113,020	\$1,128,426	\$0	\$0	\$4,770,971
FTE	26.7	-	-	3.0	-	-	8.5	-	-	38.2
07 Operation & Maintenance of Plant										
Personal Services	\$1,683,925	\$0	\$0	\$0	\$0	\$5,400	\$106,032	\$0	\$0	\$1,795,357
Operating Expense	<u>\$568,615</u>	<u>\$36,293</u>	<u>\$0</u>	<u>\$600,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$67,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,272,408</u>
Subtotal	\$2,252,540	\$36,293	\$0	\$600,000	\$0	\$5,400	\$173,532	\$0	\$0	\$3,067,765
FTE	35.2	-	-	-	-	-	2.0	-	-	37.2
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	\$45,808	\$305,467	\$848,738	\$113,108	\$1,313,121
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$862,600</u>	<u>\$2,656,500</u>	<u>\$128,666</u>	<u>\$3,647,766</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$45,808	\$1,168,067	\$3,505,238	\$241,774	\$4,960,887
FTE	-	-	-	-	-	-	5.5	18.0	2.3	25.8
Total Operating Budget										
Personal Services	\$11,715,943	\$0	\$0	\$10,587,792	\$0	\$1,196,408	\$2,792,083	\$848,738	\$457,065	\$27,598,029
Operating Expense	<u>\$700,248</u>	<u>\$36,293</u>	<u>\$183,393</u>	<u>\$3,162,565</u>	<u>\$0</u>	<u>\$860,906</u>	<u>\$3,447,275</u>	<u>\$2,656,500</u>	<u>\$1,255,053</u>	<u>\$12,302,233</u>
Subtotal	\$12,416,191	\$36,293	\$183,393	\$13,750,357	\$0	\$2,057,314	\$6,239,358	\$3,505,238	\$1,712,118	\$39,900,262
FTE	158.1	-	-	116.1	-	5.8	27.9	18.0	4.6	330.4

**Northern State University - K-12 E-Learning
FY20 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	\$2,079,453	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,079,453
Operating Expense	<u>\$64,000</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>\$64,000</u>
Subtotal	\$2,143,453	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,143,453
FTE	26.4	-	-	-	-	-	-	-	-	26.4
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	\$628,234	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$628,234
Operating Expense	<u>\$194,500</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>\$194,500</u>
Subtotal	\$822,734	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$822,734
FTE	8.2	-	-	-	-	-	-	-	-	8.2
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>	<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	\$2,707,687	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,707,687
Operating Expense	<u>\$258,500</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>\$258,500</u>
Subtotal	\$2,966,187	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,966,187
FTE	34.6	-	-	-	-	-	-	-	-	34.6

Northern State University
FY20 Operating Budget
(Including K-12 E-Learning)

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$4,026,059	\$0	\$0	\$8,928,825	\$0	\$131,940	\$948,649	\$0	\$260,776	\$14,296,249
Operating Expense	<u>\$69,792</u>	<u>\$0</u>	<u>\$133,593</u>	<u>\$368,015</u>	<u>\$0</u>	<u>\$11,000</u>	<u>\$1,572,416</u>	<u>\$0</u>	<u>\$370,620</u>	<u>\$2,525,436</u>
Subtotal	\$4,095,851	\$0	\$133,593	\$9,296,840	\$0	\$142,940	\$2,521,065	\$0	\$631,396	\$16,821,685
FTE	49.0	-	-	94.3	-	-	5.1	-	2.0	150.4
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$115,489	\$11,427	\$0	\$0	\$126,916
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$286,509</u>	<u>\$18,733</u>	<u>\$0</u>	<u>\$0</u>	<u>\$305,242</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$401,998	\$30,160	\$0	\$0	\$432,158
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$230,439	\$0	\$202,035	\$131,801	\$0	\$0	\$564,275
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$600</u>	<u>\$0</u>	<u>\$232,507</u>	<u>\$73,300</u>	<u>\$0</u>	<u>\$0</u>	<u>\$306,407</u>
Subtotal	\$0	\$0	\$0	\$231,039	\$0	\$434,542	\$205,101	\$0	\$0	\$870,682
FTE	-	-	-	3.0	-	2.2	2.0	-	-	7.2
04 Academic Support										
Personal Services	\$2,982,803	\$0	\$0	\$262,017	\$0	\$106,948	\$6,063	\$0	\$0	\$3,357,831
Operating Expense	<u>\$320,341</u>	<u>\$0</u>	<u>\$49,800</u>	<u>\$769,775</u>	<u>\$0</u>	<u>\$26,000</u>	<u>\$32,300</u>	<u>\$0</u>	<u>\$18,000</u>	<u>\$1,216,216</u>
Subtotal	\$3,303,144	\$0	\$49,800	\$1,031,792	\$0	\$132,948	\$38,363	\$0	\$18,000	\$4,574,047
FTE	36.6	-	-	4.0	-	-	-	-	-	40.6
05 Student Services										
Personal Services	\$3,203,526	\$0	\$0	\$801,853	\$0	\$475,768	\$443,018	\$0	\$83,181	\$5,007,346
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$786,625</u>	<u>\$0</u>	<u>\$304,890</u>	<u>\$531,626</u>	<u>\$0</u>	<u>\$737,767</u>	<u>\$2,360,908</u>
Subtotal	\$3,203,526	\$0	\$0	\$1,588,478	\$0	\$780,658	\$974,644	\$0	\$820,948	\$7,368,254
FTE	45.2	-	-	11.8	-	3.6	4.8	-	0.3	65.7
06 Institutional Support										
Personal Services	\$2,527,317	\$0	\$0	\$364,658	\$0	\$113,020	\$839,626	\$0	\$0	\$3,844,621
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$637,550</u>	<u>\$0</u>	<u>\$0</u>	<u>\$288,800</u>	<u>\$0</u>	<u>\$0</u>	<u>\$926,350</u>
Subtotal	\$2,527,317	\$0	\$0	\$1,002,208	\$0	\$113,020	\$1,128,426	\$0	\$0	\$4,770,971
FTE	26.7	-	-	3.0	-	-	8.5	-	-	38.2
07 Operation & Maintenance of Plant										
Personal Services	\$1,683,925	\$0	\$0	\$0	\$0	\$5,400	\$106,032	\$0	\$0	\$1,795,357
Operating Expense	<u>\$568,615</u>	<u>\$36,293</u>	<u>\$0</u>	<u>\$600,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$67,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,272,408</u>
Subtotal	\$2,252,540	\$36,293	\$0	\$600,000	\$0	\$5,400	\$173,532	\$0	\$0	\$3,067,765
FTE	35.2	-	-	-	-	-	2.0	-	-	37.2
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	\$45,808	\$305,467	\$848,738	\$113,108	\$1,313,121
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$862,600</u>	<u>\$2,656,500</u>	<u>\$128,666</u>	<u>\$3,647,766</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$45,808	\$1,168,067	\$3,505,238	\$241,774	\$4,960,887
FTE	-	-	-	-	-	-	5.5	18.0	2.3	25.8
Total Operating Budget										
Personal Services	\$14,423,630	\$0	\$0	\$10,587,792	\$0	\$1,196,408	\$2,792,083	\$848,738	\$457,065	\$30,305,716
Operating Expense	<u>\$958,748</u>	<u>\$36,293</u>	<u>\$183,393</u>	<u>\$3,162,565</u>	<u>\$0</u>	<u>\$860,906</u>	<u>\$3,447,275</u>	<u>\$2,656,500</u>	<u>\$1,255,053</u>	<u>\$12,560,733</u>
Subtotal	\$15,382,378	\$36,293	\$183,393	\$13,750,357	\$0	\$2,057,314	\$6,239,358	\$3,505,238	\$1,712,118	\$42,866,449
FTE	192.7	-	-	116.1	-	5.8	27.9	18.0	4.6	365.0

**South Dakota School of Mines and Technology
FY20 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	\$5,055,850	\$0	\$0	\$12,816,162	\$0	\$0	\$202,385	\$0	\$3,100,884	\$21,175,281
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,341,152</u>	<u>\$0</u>	<u>\$26,285</u>	<u>\$596,400</u>	<u>\$0</u>	<u>\$1,096,988</u>	<u>\$3,060,825</u>
Subtotal	\$5,055,850	\$0	\$0	\$14,157,313	\$0	\$26,285	\$798,785	\$0	\$4,197,873	\$24,236,106
FTE	46.5	-	-	106.3	-	-	1.5	-	18.3	172.6
02 Research										
Personal Services	\$111,481	\$0	\$0	\$0	\$0	\$6,716,735	\$1,461,672	\$0	\$0	\$8,289,887
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$20,000</u>	<u>\$0</u>	<u>\$8,352,881</u>	<u>\$1,422,856</u>	<u>\$0</u>	<u>\$0</u>	<u>\$9,795,737</u>
Subtotal	\$111,481	\$0	\$0	\$20,000	\$0	\$15,069,615	\$2,884,528	\$0	\$0	\$18,085,624
FTE	1.0	-	-	-	-	32.7	6.3	-	-	40.0
03 Public Service										
Personal Services	\$100,564	\$0	\$0	\$128,144	\$0	\$277,704	\$338,476	\$0	\$0	\$844,889
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$257</u>	<u>\$0</u>	<u>\$34,519</u>	<u>\$261,708</u>	<u>\$0</u>	<u>\$0</u>	<u>\$296,483</u>
Subtotal	\$100,564	\$0	\$0	\$128,401	\$0	\$312,224	\$600,184	\$0	\$0	\$1,141,373
FTE	1.0	-	-	1.1	-	1.9	3.3	-	-	7.3
04 Academic Support										
Personal Services	\$1,797,563	\$0	\$0	\$766,409	\$0	\$0	\$183,770	\$0	\$484,659	\$3,232,400
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$133,022</u>	<u>\$893,224</u>	<u>\$0</u>	<u>\$0</u>	<u>\$421,388</u>	<u>\$0</u>	<u>\$1,137,640</u>	<u>\$2,585,274</u>
Subtotal	\$1,797,563	\$0	\$133,022	\$1,659,634	\$0	\$0	\$605,158	\$0	\$1,622,299	\$5,817,675
FTE	22.9	-	-	8.2	-	-	1.5	-	4.0	36.6
05 Student Services										
Personal Services	\$3,642,768	\$0	\$0	\$684,868	\$0	\$0	\$102,770	\$0	\$316,057	\$4,746,462
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$542,571</u>	<u>\$0</u>	<u>\$500</u>	<u>\$762,188</u>	<u>\$0</u>	<u>\$650,997</u>	<u>\$1,956,255</u>
Subtotal	\$3,642,768	\$0	\$0	\$1,227,438	\$0	\$500	\$864,957	\$0	\$967,053	\$6,702,717
FTE	53.0	-	-	7.9	-	-	1.4	-	4.4	66.6
06 Institutional Support										
Personal Services	\$3,417,329	\$0	\$0	\$495,834	\$0	\$0	\$822,433	\$0	\$39,463	\$4,775,058
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$882,583</u>	<u>\$0</u>	<u>\$0</u>	<u>\$935,134</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,817,717</u>
Subtotal	\$3,417,329	\$0	\$0	\$1,378,417	\$0	\$0	\$1,757,566	\$0	\$39,463	\$6,592,775
FTE	40.6	-	-	2.1	-	-	1.4	-	0.7	44.7
07 Operation & Maintenance of Plant										
Personal Services	\$2,512,039	\$0	\$0	\$231,297	\$0	\$0	\$0	\$0	\$91,479	\$2,834,815
Operating Expense	<u>\$948,441</u>	<u>\$34,093</u>	<u>\$0</u>	<u>\$234,875</u>	<u>\$0</u>	<u>\$0</u>	<u>\$261,334</u>	<u>\$0</u>	<u>\$105,000</u>	<u>\$1,583,743</u>
Subtotal	\$3,460,480	\$34,093	\$0	\$466,172	\$0	\$0	\$261,334	\$0	\$196,479	\$4,418,558
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>\$187,060</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$187,060</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$187,060	\$0	\$0	\$0	\$187,060
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$410,941	\$457,975	\$189,227	\$1,058,143
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,562,674</u>	<u>\$5,406,169</u>	<u>\$256,058</u>	<u>\$7,224,901</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,973,615	\$5,864,144	\$445,285	\$8,283,044
FTE	-	-	-	-	-	-	5.8	4.0	1.3	11.2
Total Operating Budget										
Personal Services	\$16,637,593	\$0	\$0	\$15,122,714	\$0	\$6,994,439	\$3,522,446	\$457,975	\$4,221,768	\$46,956,935
Operating Expense	<u>\$948,441</u>	<u>\$34,093</u>	<u>\$133,022</u>	<u>\$3,914,661</u>	<u>\$0</u>	<u>\$8,601,245</u>	<u>\$6,223,682</u>	<u>\$5,406,169</u>	<u>\$3,246,683</u>	<u>\$28,507,996</u>
Subtotal	\$17,586,034	\$34,093	\$133,022	\$19,037,375	\$0	\$15,595,684	\$9,746,128	\$5,864,144	\$7,468,451	\$75,464,931
FTE	215.4	-	-	127.5	-	34.6	21.3	4.0	30.7	433.4

**South Dakota State University
FY20 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	\$14,546,945	\$0	\$0	\$44,318,225	\$0	\$684,954	\$2,130,865	\$0	\$10,575,543	\$72,256,532
Operating Expense	<u>\$358,417</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,931,576</u>	<u>\$0</u>	<u>\$694,854</u>	<u>\$1,531,904</u>	<u>\$0</u>	<u>\$5,097,440</u>	<u>\$13,614,191</u>
Subtotal	\$14,905,362	\$0	\$0	\$50,249,802	\$0	\$1,379,808	\$3,662,769	\$0	\$15,672,983	\$85,870,724
FTE	160.2	-	-	383.3	-	0.6	18.7	-	118.6	681.4
02 Research										
Personal Services	\$765,988	\$0	\$0	\$0	\$0	\$6,251,048	\$2,974,426	\$0	\$0	\$9,991,462
Operating Expense	<u>\$23,570</u>	<u>\$0</u>	<u>\$0</u>	<u>\$17,541</u>	<u>\$0</u>	<u>\$11,713,798</u>	<u>\$3,279,715</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15,034,624</u>
Subtotal	\$789,558	\$0	\$0	\$17,541	\$0	\$17,964,846	\$6,254,142	\$0	\$0	\$25,026,087
FTE	7.0	-	-	-	-	19.8	25.3	-	-	52.0
03 Public Service										
Personal Services	\$1,888,026	\$0	\$0	\$0	\$0	\$1,644,781	\$2,479,055	\$0	\$0	\$6,011,862
Operating Expense	<u>\$219,048</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,487,342</u>	<u>\$2,825,808</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,532,198</u>
Subtotal	\$2,107,074	\$0	\$0	\$0	\$0	\$3,132,123	\$5,304,863	\$0	\$0	\$10,544,060
FTE	22.2	-	-	-	-	16.8	37.6	-	-	76.6
04 Academic Support										
Personal Services	\$4,688,988	\$0	\$0	\$7,339,810	\$0	\$48,355	\$691,466	\$0	\$952,087	\$13,720,706
Operating Expense	<u>\$5,472</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,320,382</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,020,059</u>	<u>\$0</u>	<u>\$1,177,450</u>	<u>\$7,523,363</u>
Subtotal	\$4,694,460	\$0	\$0	\$11,660,192	\$0	\$48,355	\$2,711,525	\$0	\$2,129,537	\$21,244,068
FTE	68.6	-	-	63.8	-	-	7.7	-	11.4	151.6
05 Student Services										
Personal Services	\$7,478,654	\$0	\$229,877	\$2,327,419	\$0	\$559,348	\$965,748	\$0	\$3,176,522	\$14,737,568
Operating Expense	<u>\$6,689</u>	<u>\$0</u>	<u>\$318,574</u>	<u>\$2,380,715</u>	<u>\$0</u>	<u>\$596,352</u>	<u>\$4,332,089</u>	<u>\$0</u>	<u>\$2,189,625</u>	<u>\$9,824,044</u>
Subtotal	\$7,485,343	\$0	\$548,451	\$4,708,134	\$0	\$1,155,700	\$5,297,838	\$0	\$5,366,147	\$24,561,612
FTE	102.5	-	3.5	23.7	-	10.8	13.8	-	37.2	191.5
06 Institutional Support										
Personal Services	\$6,308,653	\$0	\$0	\$4,620,936	\$0	\$0	\$4,963,096	\$0	\$220,824	\$16,113,508
Operating Expense	<u>\$1,035,698</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,099,036</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,339,128</u>	<u>\$0</u>	<u>\$1,052,988</u>	<u>\$10,526,850</u>
Subtotal	\$7,344,351	\$0	\$0	\$10,719,972	\$0	\$0	\$7,302,224	\$0	\$1,273,812	\$26,640,358
FTE	102.8	-	-	31.0	-	-	48.3	-	3.7	185.9
07 Operation & Maintenance of Plant										
Personal Services	\$8,130,226	\$0	\$0	\$409,410	\$0	\$0	\$4,011,316	\$0	\$0	\$12,550,952
Operating Expense	<u>\$3,673,294</u>	<u>\$131,975</u>	<u>\$0</u>	<u>\$1,946,424</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10,551,301</u>	<u>\$0</u>	<u>\$0</u>	<u>\$16,302,994</u>
Subtotal	\$11,803,520	\$131,975	\$0	\$2,355,834	\$0	\$0	\$14,562,617	\$0	\$0	\$28,853,946
FTE	151.7	-	-	3.1	-	-	64.4	-	-	219.1
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$549,383	\$2,256	\$0	\$0	\$551,639
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$109,494</u>	<u>\$1,653,120</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,762,614</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$658,877	\$1,655,376	\$0	\$0	\$2,314,253
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$926,263	\$3,377,865	\$1,356,223	\$5,660,352
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,826,053</u>	<u>\$14,298,734</u>	<u>\$685,035</u>	<u>\$21,809,822</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$7,752,316	\$17,676,599	\$2,041,258	\$27,470,173
FTE	-	-	-	-	-	-	12.3	54.2	23.1	89.6
Total Operating Budget										
Personal Services	\$43,807,480	\$0	\$229,877	\$59,015,800	\$0	\$9,737,869	\$19,144,492	\$3,377,865	\$16,281,198	\$151,594,581
Operating Expense	<u>\$5,322,188</u>	<u>\$131,975</u>	<u>\$318,574</u>	<u>\$20,695,674</u>	<u>\$0</u>	<u>\$14,601,840</u>	<u>\$35,359,177</u>	<u>\$14,298,734</u>	<u>\$10,202,538</u>	<u>\$100,930,700</u>
Subtotal	\$49,129,668	\$131,975	\$548,451	\$79,711,474	\$0	\$24,339,709	\$54,503,669	\$17,676,599	\$26,483,736	\$252,525,281
FTE	615.0	-	3.5	505.0	-	48.0	228.0	54.2	194.0	1,647.7

**SDSU Agriculture Experiment Station
FY20 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	\$12,252,648	\$0	\$0	\$0	\$1,605,327	\$3,642,106	\$5,536,379	\$0	\$0	\$23,036,460
Operating Expense	<u>\$628,258</u>	<u>\$0</u>	<u>\$77,746</u>	<u>\$0</u>	<u>\$2,118,876</u>	<u>\$4,151,035</u>	<u>\$10,060,049</u>	<u>\$0</u>	<u>\$0</u>	<u>\$17,035,964</u>
Subtotal	\$12,880,906	\$0	\$77,746	\$0	\$3,724,203	\$7,793,141	\$15,596,428	\$0	\$0	\$40,072,424
FTE	141.0	-	-	-	15.2	29.0	56.1	-	-	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>	<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	\$12,252,648	\$0	\$0	\$0	\$1,605,327	\$3,642,106	\$5,536,379	\$0	\$0	\$23,036,460
Operating Expense	<u>\$628,258</u>	<u>\$0</u>	<u>\$77,746</u>	<u>\$0</u>	<u>\$2,118,876</u>	<u>\$4,151,035</u>	<u>\$10,060,049</u>	<u>\$0</u>	<u>\$0</u>	<u>\$17,035,964</u>
Subtotal	\$12,880,906	\$0	\$77,746	\$0	\$3,724,203	\$7,793,141	\$15,596,428	\$0	\$0	\$40,072,424
FTE	141.0	-	-	-	15.2	29.0	56.1	-	-	241.3

**SDSU Extension
FY20 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	\$8,533,081	\$0	\$0	\$0	\$1,943,068	\$1,631,459	\$1,116,479	\$0	\$0	\$13,224,087
Operating Expense	<u>\$305,129</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,294,086</u>	<u>\$1,350,460</u>	<u>\$1,376,928</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,326,603</u>
Subtotal	\$8,838,210	\$0	\$0	\$0	\$4,237,154	\$2,981,919	\$2,493,407	\$0	\$0	\$18,550,690
FTE	114.0	-	-	-	48.5	9.8	18.1	-	-	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>	<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	\$8,533,081	\$0	\$0	\$0	\$1,943,068	\$1,631,459	\$1,116,479	\$0	\$0	\$13,224,087
Operating Expense	<u>\$305,129</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,294,086</u>	<u>\$1,350,460</u>	<u>\$1,376,928</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,326,603</u>
Subtotal	\$8,838,210	\$0	\$0	\$0	\$4,237,154	\$2,981,919	\$2,493,407	\$0	\$0	\$18,550,690
FTE	114.0	-	-	-	48.5	9.8	18.1	-	-	190.4

**University of South Dakota
FY20 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	\$5,888,248	\$0	\$0	\$27,029,654	\$0	\$41,239	\$1,416,744	\$0	\$1,385,622	\$35,761,507
Operating Expense	<u>\$529,855</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,247,752</u>	<u>\$0</u>	<u>\$276,785</u>	<u>\$2,021,960</u>	<u>\$0</u>	<u>\$1,213,614</u>	<u>\$7,289,966</u>
Subtotal	\$6,418,103	\$0	\$0	\$30,277,406	\$0	\$318,023	\$3,438,704	\$0	\$2,599,237	\$43,051,473
FTE	54.3	-	-	265.8	-	0.2	8.0	-	11.8	340.0
02 Research										
Personal Services	\$10,042	\$0	\$0	\$44,041	\$0	\$1,005,750	\$1,398,005	\$0	\$5,012	\$2,462,849
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$402,884</u>	<u>\$0</u>	<u>\$2,412,841</u>	<u>\$983,464</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,799,190</u>
Subtotal	\$10,042	\$0	\$0	\$446,925	\$0	\$3,418,592	\$2,381,469	\$0	\$5,012	\$6,262,040
FTE	0.1	-	-	-	-	9.8	10.5	-	-	20.4
03 Public Service										
Personal Services	\$234,427	\$0	\$0	\$34,924	\$0	\$5,019,698	\$1,327,223	\$0	\$0	\$6,616,272
Operating Expense	<u>\$592</u>	<u>\$0</u>	<u>\$0</u>	<u>\$24,851</u>	<u>\$0</u>	<u>\$176,467</u>	<u>\$1,507,781</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,709,691</u>
Subtotal	\$235,019	\$0	\$0	\$59,775	\$0	\$5,196,166	\$2,835,004	\$0	\$0	\$8,325,963
FTE	2.8	-	-	0.5	-	63.8	11.3	-	-	78.4
04 Academic Support										
Personal Services	\$7,769,785	\$0	\$0	\$4,477,378	\$0	\$0	\$2,613,765	\$0	\$115,326	\$14,976,254
Operating Expense	<u>\$102,398</u>	<u>\$0</u>	<u>\$236,041</u>	<u>\$4,402,989</u>	<u>\$0</u>	<u>\$108,843</u>	<u>\$2,093,462</u>	<u>\$0</u>	<u>\$237,597</u>	<u>\$7,181,330</u>
Subtotal	\$7,872,183	\$0	\$236,041	\$8,880,366	\$0	\$108,843	\$4,707,228	\$0	\$352,923	\$22,157,585
FTE	91.4	-	-	48.4	-	-	32.7	-	1.0	173.6
05 Student Services										
Personal Services	\$7,480,858	\$0	\$0	\$1,528,956	\$0	\$57,859	\$295,149	\$0	\$2,325,784	\$11,688,606
Operating Expense	<u>\$128,847</u>	<u>\$0</u>	<u>\$0</u>	<u>\$875,897</u>	<u>\$0</u>	<u>\$105,423</u>	<u>\$4,431,619</u>	<u>\$0</u>	<u>\$2,849,533</u>	<u>\$8,391,318</u>
Subtotal	\$7,609,704	\$0	\$0	\$2,404,854	\$0	\$163,283	\$4,726,768	\$0	\$5,175,317	\$20,079,925
FTE	109.1	-	-	20.8	-	1.0	2.1	-	23.5	156.5
06 Institutional Support										
Personal Services	\$7,690,765	\$0	\$0	\$1,745,922	\$0	\$0	\$2,755,455	\$0	\$462,968	\$12,655,109
Operating Expense	<u>\$173,242</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,433,109</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,333,260</u>	<u>\$0</u>	<u>\$372,380</u>	<u>\$7,311,992</u>
Subtotal	\$7,864,007	\$0	\$0	\$5,179,032	\$0	\$0	\$6,088,715	\$0	\$835,347	\$19,967,101
FTE	84.2	-	-	18.7	-	-	21.3	-	9.7	133.9
07 Operation & Maintenance of Plant										
Personal Services	\$4,361,866	\$0	\$0	\$469,603	\$0	\$0	\$3,028,640	\$0	\$405,406	\$8,265,515
Operating Expense	<u>\$2,329,090</u>	<u>\$87,983</u>	<u>\$0</u>	<u>\$307,203</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,286,525</u>	<u>\$0</u>	<u>\$393,151</u>	<u>\$4,403,951</u>
Subtotal	\$6,690,956	\$87,983	\$0	\$776,806	\$0	\$0	\$4,315,165	\$0	\$798,557	\$12,669,467
FTE	79.9	-	-	7.1	-	-	52.4	-	7.6	147.0
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	\$507,378	\$1,187,448	\$371,366	\$2,066,192
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$578,484</u>	<u>\$10,196,252</u>	<u>\$532,377</u>	<u>\$11,307,113</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,085,863	\$11,383,700	\$903,743	\$13,373,306
FTE	-	-	-	-	-	-	7.8	18.5	5.7	32.0
Total Operating Budget										
Personal Services	\$33,435,990	\$0	\$0	\$35,330,478	\$0	\$6,772,923	\$13,342,359	\$1,187,448	\$5,071,484	\$95,140,682
Operating Expense	<u>\$3,264,024</u>	<u>\$87,983</u>	<u>\$236,041</u>	<u>\$12,694,686</u>	<u>\$0</u>	<u>\$3,080,360</u>	<u>\$16,394,843</u>	<u>\$10,196,252</u>	<u>\$5,598,651</u>	<u>\$51,552,840</u>
Subtotal	\$36,700,014	\$87,983	\$236,041	\$48,025,164	\$0	\$9,853,283	\$29,737,202	\$11,383,700	\$10,670,135	\$146,693,522
FTE	421.7	-	-	361.4	-	74.8	146.2	18.5	59.2	1,081.9

**USD Law School
FY20 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	\$901,803	\$0	\$0	\$1,672,683	\$0	\$0	\$90,521	\$0	\$46,812	\$2,711,820
Operating Expense	<u>\$57,784</u>	<u>\$0</u>	<u>\$0</u>	<u>\$227,320</u>	<u>\$0</u>	<u>\$0</u>	<u>\$708</u>	<u>\$0</u>	<u>\$0</u>	<u>\$285,812</u>
Subtotal	\$959,587	\$0	\$0	\$1,900,003	\$0	\$0	\$91,229	\$0	\$46,812	\$2,997,632
FTE	8.5	-	-	11.0	-	-	-	-	0.4	19.8
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	\$19,753	\$0	\$73,932	\$0	\$0	\$0	\$93,685
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	\$19,753	\$0	\$76,415	\$0	\$0	\$0	\$96,168
FTE	-	-	-	0.2	-	0.8	-	-	-	1.0
04 Academic Support										
Personal Services	\$744,591	\$0	\$0	\$461,256	\$0	\$0	\$14,401	\$0	\$112,063	\$1,332,310
Operating Expense	<u>\$148,479</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>\$401,272</u>	<u>\$724,656</u>
Subtotal	\$893,070	\$0	\$0	\$521,932	\$0	\$0	\$128,630	\$0	\$513,335	\$2,056,966
FTE	9.2	-	-	2.0	-	-	-	-	1.2	12.5
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>\$48,310</u>	<u>\$0</u>	<u>\$0</u>	<u>\$19,400</u>	<u>\$0</u>	<u>\$0</u>	<u>\$67,710</u>
Subtotal	\$0	\$0	\$0	\$48,310	\$0	\$0	\$19,400	\$0	\$0	\$67,710
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>	<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	\$1,646,394	\$0	\$0	\$2,153,692	\$0	\$73,932	\$104,922	\$0	\$158,875	\$4,137,815
Operating Expense	<u>\$206,263</u>	<u>\$0</u>	<u>\$0</u>	<u>\$336,306</u>	<u>\$0</u>	<u>\$2,483</u>	<u>\$134,337</u>	<u>\$0</u>	<u>\$401,272</u>	<u>\$1,080,661</u>
Subtotal	\$1,852,657	\$0	\$0	\$2,489,998	\$0	\$76,415	\$239,259	\$0	\$560,147	\$5,218,476
FTE	17.7	-	-	13.2	-	0.8	-	-	1.6	33.3

**USD Sanford School of Medicine
FY20 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	\$14,730,186	\$0	\$0	\$7,455,489	\$0	\$0	\$2,131,516	\$0	\$2,193,006	\$26,510,196
Operating Expense	<u>\$3,470,802</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,868,672</u>	<u>\$0</u>	<u>\$371,228</u>	<u>\$914,802</u>	<u>\$0</u>	<u>\$1,263,517</u>	<u>\$9,889,021</u>
Subtotal	\$18,200,988	\$0	\$0	\$11,324,160	\$0	\$371,228	\$3,046,317	\$0	\$3,456,523	\$36,399,216
FTE	131.1	-	-	57.1	-	-	21.0	-	17.2	226.4
02 Research										
Personal Services	\$0	\$0	\$0	\$40,120	\$0	\$2,945,633	\$337,596	\$0	\$0	\$3,323,349
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$35,900</u>	<u>\$0</u>	<u>\$4,450,302</u>	<u>\$350,452</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,836,654</u>
Subtotal	\$0	\$0	\$0	\$76,020	\$0	\$7,395,935	\$688,048	\$0	\$0	\$8,160,003
FTE	-	-	-	-	-	21.5	3.6	-	-	25.0
03 Public Service										
Personal Services	\$153,311	\$0	\$0	\$0	\$0	\$2,623,525	\$502,458	\$0	\$0	\$3,279,294
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	\$177,279	\$0	\$0	\$0	\$0	\$4,539,109	\$744,463	\$0	\$0	\$5,460,852
FTE	1.6	-	-	-	-	31.2	8.1	-	-	40.9
04 Academic Support										
Personal Services	\$4,151,913	\$0	\$0	\$312,101	\$0	\$0	\$970,132	\$0	\$0	\$5,434,146
Operating Expense	<u>\$5,150</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,070,002</u>	<u>\$0</u>	<u>\$352,012</u>	<u>\$1,470,753</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,897,916</u>
Subtotal	\$4,157,063	\$0	\$0	\$1,382,103	\$0	\$352,012	\$2,440,884	\$0	\$0	\$8,332,063
FTE	32.1	-	-	1.6	-	-	9.1	-	-	42.9
05 Student Services										
Personal Services	\$1,027,273	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,027,273
Operating Expense	<u>\$1,471</u>	<u>\$0</u>	<u>\$0</u>	<u>\$85,294</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$91,265</u>
Subtotal	\$1,028,744	\$0	\$0	\$85,294	\$0	\$0	\$4,500	\$0	\$0	\$1,118,539
FTE	10.6	-	-	-	-	-	-	-	-	10.6
06 Institutional Support										
Personal Services	\$400,443	\$0	\$0	\$0	\$0	\$166,965	\$349,424	\$0	\$0	\$916,832
Operating Expense	<u>\$2,326</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,224</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,046,683</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,057,233</u>
Subtotal	\$402,770	\$0	\$0	\$8,224	\$0	\$166,965	\$1,396,107	\$0	\$0	\$1,974,066
FTE	4.2	-	-	-	-	-	1.5	-	-	5.7
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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$20,463,126	\$0	\$0	\$7,807,710	\$0	\$5,736,123	\$4,291,125	\$0	\$2,193,006	\$40,491,090
Operating Expense	<u>\$3,503,718</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,068,092</u>	<u>\$0</u>	<u>\$7,089,126</u>	<u>\$4,029,195</u>	<u>\$0</u>	<u>\$1,263,517</u>	<u>\$20,953,648</u>
Subtotal	\$23,966,844	\$0	\$0	\$12,875,802	\$0	\$12,825,249	\$8,320,320	\$0	\$3,456,523	\$61,444,738
FTE	179.5	-	-	58.8	-	52.7	43.4	-	17.2	351.5

**South Dakota School for the Deaf
FY20 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	\$1,010,313	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,010,313
Operating Expense	<u>\$247,050</u>	<u>\$0</u>	<u>\$12,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$12,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$271,550</u>
Subtotal	\$1,257,363	\$0	\$12,500	\$0	\$0	\$0	\$12,000	\$0	\$0	\$1,281,863
FTE	17.0	-	-	-	-	-	-	-	-	17.0
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	\$604,951	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$604,951
Operating Expense	<u>\$146,000</u>	<u>\$0</u>	<u>\$12,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$13,103</u>	<u>\$0</u>	<u>\$0</u>	<u>\$171,603</u>
Subtotal	\$750,951	\$0	\$12,500	\$0	\$0	\$0	\$13,103	\$0	\$0	\$776,554
FTE	6.0	-	-	-	-	-	-	-	-	6.0
06 Institutional Support										
Personal Services	\$243,996	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$243,996
Operating Expense	<u>\$144,050</u>	<u>\$0</u>	<u>\$200,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$35,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$379,050</u>
Subtotal	\$388,046	\$0	\$200,000	\$0	\$0	\$0	\$35,000	\$0	\$0	\$623,046
FTE	1.0	-	-	-	-	-	-	-	-	1.0
07 Operation & Maintenance of Plant										
Personal Services	\$103,521	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$103,521
Operating Expense	<u>\$487,000</u>	<u>\$0</u>	<u>\$256,763</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$126,345</u>	<u>\$0</u>	<u>\$0</u>	<u>\$870,108</u>
Subtotal	\$590,521	\$0	\$256,763	\$0	\$0	\$0	\$126,345	\$0	\$0	\$973,629
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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$1,962,782	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,962,782
Operating Expense	<u>\$1,024,100</u>	<u>\$0</u>	<u>\$481,763</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$186,448</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,692,311</u>
Subtotal	\$2,986,882	\$0	\$481,763	\$0	\$0	\$0	\$186,448	\$0	\$0	\$3,655,093
FTE	26.0	-	-	-	-	-	-	-	-	26.0

**SD School for the Blind and Visually Impaired
FY20 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	\$1,538,741	\$0	\$0	\$0	\$0	\$53,661	\$199,735	\$0	\$0	\$1,792,137
Operating Expense	<u>\$86,558</u>	<u>\$0</u>	<u>\$25,800</u>	<u>\$0</u>	<u>\$0</u>	<u>\$28,522</u>	<u>\$36,769</u>	<u>\$0</u>	<u>\$0</u>	<u>\$177,649</u>
Subtotal	\$1,625,299	\$0	\$25,800	\$0	\$0	\$82,183	\$236,504	\$0	\$0	\$1,969,786
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	\$224,520	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$224,520
Operating Expense	<u>\$8,235</u>	<u>\$0</u>	<u>\$1,200</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$11,435</u>
Subtotal	\$232,755	\$0	\$1,200	\$0	\$0	\$0	\$2,000	\$0	\$0	\$235,955
FTE	3.0	-	-	-	-	-	-	-	-	3.0
05 Student Services										
Personal Services	\$630,792	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$630,792
Operating Expense	<u>\$69,350</u>	<u>\$0</u>	<u>\$12,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$18,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$99,850</u>
Subtotal	\$700,142	\$0	\$12,500	\$0	\$0	\$0	\$18,000	\$0	\$0	\$730,642
FTE	12.4	-	-	-	-	-	-	-	-	12.4
06 Institutional Support										
Personal Services	\$243,382	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$243,382
Operating Expense	<u>\$81,100</u>	<u>\$0</u>	<u>\$37,712</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$75,152</u>	<u>\$0</u>	<u>\$0</u>	<u>\$193,964</u>
Subtotal	\$324,482	\$0	\$37,712	\$0	\$0	\$0	\$75,152	\$0	\$0	\$437,346
FTE	4.0	-	-	-	-	-	-	-	-	4.0
07 Operation & Maintenance of Plant										
Personal Services	\$221,548	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$221,548
Operating Expense	<u>\$102,665</u>	<u>\$0</u>	<u>\$52,516</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$155,181</u>
Subtotal	\$324,213	\$0	\$52,516	\$0	\$0	\$0	\$0	\$0	\$0	\$376,729
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	\$2,858,982	\$0	\$0	\$0	\$0	\$53,661	\$199,735	\$0	\$0	\$3,112,378
Operating Expense	<u>\$347,908</u>	<u>\$0</u>	<u>\$129,728</u>	<u>\$0</u>	<u>\$0</u>	<u>\$28,522</u>	<u>\$131,921</u>	<u>\$0</u>	<u>\$0</u>	<u>\$638,079</u>
Subtotal	\$3,206,890	\$0	\$129,728	\$0	\$0	\$82,183	\$331,656	\$0	\$0	\$3,750,457
FTE	46.1	-	-	-	-	0.5	2.0	-	-	48.6

**Office of the Executive Director
FY20 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	\$3,262,946	\$0	\$0	\$0	\$0	\$0	\$53,208	\$0	\$0	\$3,316,154
Operating Expense	<u>\$1,232,587</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$445,093</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,677,680</u>
Subtotal	\$4,495,533	\$0	\$0	\$0	\$0	\$0	\$498,301	\$0	\$0	\$4,993,834
FTE	25.5	-	-	-	-	-	-	-	-	25.5
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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$3,262,946	\$0	\$0	\$0	\$0	\$0	\$53,208	\$0	\$0	\$3,316,154
Operating Expense	<u>\$1,232,587</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$445,093</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,677,680</u>
Subtotal	\$4,495,533	\$0	\$0	\$0	\$0	\$0	\$498,301	\$0	\$0	\$4,993,834
FTE	25.5	-	-	-	-	-	-	-	-	25.5

**Regents Information Systems
FY20 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	\$1,066,383	\$0	\$0	\$0	\$0	\$0	\$1,614,717	\$0	\$0	\$2,681,100
Operating Expense	<u>\$2,737,717</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,864,979</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,602,696</u>
Subtotal	\$3,804,100	\$0	\$0	\$0	\$0	\$0	\$5,479,696	\$0	\$0	\$9,283,796
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>	<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	\$1,066,383	\$0	\$0	\$0	\$0	\$0	\$1,614,717	\$0	\$0	\$2,681,100
Operating Expense	<u>\$2,737,717</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,864,979</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,602,696</u>
Subtotal	\$3,804,100	\$0	\$0	\$0	\$0	\$0	\$5,479,696	\$0	\$0	\$9,283,796
FTE	12.0	-	-	-	-	-	13.0	-	-	25.0

**Regents Library Consortium
FY20 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	\$77,901	\$0	\$0	\$77,901
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$719,980</u>	<u>\$0</u>	<u>\$0</u>	<u>\$719,980</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$797,881	\$0	\$0	\$797,881
FTE	-	-	-	-	-	-	1.5	-	-	1.5
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>\$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>	<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	\$77,901	\$0	\$0	\$77,901
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$719,980</u>	<u>\$0</u>	<u>\$0</u>	<u>\$719,980</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$797,881	\$0	\$0	\$797,881
FTE	-	-	-	-	-	-	1.5	-	-	1.5

**System Issues
FY20 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	\$46,571	\$0	\$0	\$46,571
Operating Expense	<u>\$1,945,316</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,715</u>	<u>\$7,542,389</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10,062,420</u>
Subtotal	\$1,945,316	\$0	\$0	\$0	\$0	\$574,715	\$7,588,960	\$0	\$0	\$10,108,991
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$13,214,347</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>\$45,676,943</u>
Subtotal	\$13,214,347	\$30,703,117	\$0	\$0	\$0	\$0	\$1,759,479	\$0	\$0	\$45,676,943
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$7,370,398</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,473,882</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,844,280</u>
Subtotal	\$7,370,398	\$0	\$0	\$0	\$0	\$0	\$1,473,882	\$0	\$0	\$8,844,280
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	\$46,571	\$0	\$0	\$46,571
Operating Expense	<u>\$22,530,061</u>	<u>\$30,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,715</u>	<u>\$10,775,750</u>	<u>\$0</u>	<u>\$0</u>	<u>\$64,583,643</u>
Subtotal	\$22,530,061	\$30,703,117	\$0	\$0	\$0	\$574,715	\$10,822,321	\$0	\$0	\$64,630,214
FTE	-	-	-	-	-	-	-	-	-	-

**Enrollment Services Center
FY20 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	\$459,620	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$459,620
Operating Expense	<u>\$71,047</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>\$71,047</u>
Subtotal	\$530,667	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$530,667
FTE	12.3	-	-	-	-	-	-	-	-	12.3
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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$459,620	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$459,620
Operating Expense	<u>\$71,047</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>\$71,047</u>
Subtotal	\$530,667	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$530,667
FTE	12.3	-	-	-	-	-	-	-	-	12.3

**Academic Initiatives
FY20 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	\$224,179	\$0	\$0	\$224,179
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,099,633</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,099,633</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,323,812	\$0	\$0	\$1,323,812
FTE	-	-	-	-	-	-	1.0	-	-	1.0
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>	<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	\$224,179	\$0	\$0	\$224,179
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,099,633</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,099,633</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,323,812	\$0	\$0	\$1,323,812
FTE	-	-	-	-	-	-	1.0	-	-	1.0

**Board of Regents Office Total
FY20 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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	\$77,901	\$0	\$0	\$77,901
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$719,980</u>	<u>\$0</u>	<u>\$0</u>	<u>\$719,980</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$797,881	\$0	\$0	\$797,881
FTE	-	-	-	-	-	-	1.5	-	-	1.5
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>\$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	\$4,788,949	\$0	\$0	\$0	\$0	\$0	\$1,938,675	\$0	\$0	\$6,727,624
Operating Expense	<u>\$5,986,667</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,715</u>	<u>\$12,952,094</u>	<u>\$0</u>	<u>\$0</u>	<u>\$19,513,476</u>
Subtotal	\$10,775,616	\$0	\$0	\$0	\$0	\$574,715	\$14,890,769	\$0	\$0	\$26,241,100
FTE	49.8	-	-	-	-	-	14.0	-	-	63.8
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$13,214,347</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>\$45,676,943</u>
Subtotal	\$13,214,347	\$30,703,117	\$0	\$0	\$0	\$0	\$1,759,479	\$0	\$0	\$45,676,943
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$7,370,398</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,473,882</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,844,280</u>
Subtotal	\$7,370,398	\$0	\$0	\$0	\$0	\$0	\$1,473,882	\$0	\$0	\$8,844,280
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	\$4,788,949	\$0	\$0	\$0	\$0	\$0	\$2,016,576	\$0	\$0	\$6,805,525
Operating Expense	<u>\$26,571,412</u>	<u>\$30,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,715</u>	<u>\$16,905,435</u>	<u>\$0</u>	<u>\$0</u>	<u>\$74,754,679</u>
Subtotal	\$31,360,361	\$30,703,117	\$0	\$0	\$0	\$574,715	\$18,922,011	\$0	\$0	\$81,560,204
FTE	49.8	-	-	-	-	-	15.5	-	-	65.3

**Board of Regents
System Total
FY20 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	\$48,771,232	\$0	\$0	\$126,155,934	\$0	\$1,102,677	\$8,063,353	\$0	\$18,414,511	\$202,507,707
Operating Expense	<u>\$4,914,936</u>	<u>\$0</u>	<u>\$171,893</u>	<u>\$16,782,645</u>	<u>\$0</u>	<u>\$1,437,300</u>	<u>\$7,176,798</u>	<u>\$0</u>	<u>\$10,418,229</u>	<u>\$40,901,800</u>
Subtotal	\$53,686,168	\$0	\$171,893	\$142,938,579	\$0	\$2,539,976	\$15,240,152	\$0	\$28,832,739	\$243,409,507
FTE	495.8	-	-	1,162.5	-	5.0	66.6	-	176.4	1,906.3
02 Research										
Personal Services	\$13,201,532	\$0	\$0	\$150,178	\$1,605,327	\$23,361,902	\$11,956,755	\$0	\$5,012	\$50,280,706
Operating Expense	<u>\$651,948</u>	<u>\$0</u>	<u>\$77,746</u>	<u>\$476,325</u>	<u>\$2,118,876</u>	<u>\$32,702,588</u>	<u>\$16,261,400</u>	<u>\$0</u>	<u>\$0</u>	<u>\$52,288,884</u>
Subtotal	\$13,853,480	\$0	\$77,746	\$626,503	\$3,724,203	\$56,064,491	\$28,218,155	\$0	\$5,012	\$102,569,589
FTE	149.6	-	-	0.4	15.2	119.7	102.9	-	-	387.8
03 Public Service										
Personal Services	\$10,909,409	\$0	\$0	\$413,260	\$1,943,068	\$11,815,131	\$8,212,764	\$0	\$0	\$33,293,632
Operating Expense	<u>\$548,737</u>	<u>\$0</u>	<u>\$0</u>	<u>\$25,708</u>	<u>\$2,294,086</u>	<u>\$5,650,393</u>	<u>\$8,424,334</u>	<u>\$0</u>	<u>\$0</u>	<u>\$16,943,257</u>
Subtotal	\$11,458,146	\$0	\$0	\$438,968	\$4,237,154	\$17,465,523	\$16,637,098	\$0	\$0	\$50,236,889
FTE	141.6	-	-	4.8	48.5	131.6	98.1	-	-	424.6
04 Academic Support										
Personal Services	\$26,621,093	\$0	\$0	\$15,002,570	\$0	\$165,879	\$4,567,059	\$0	\$1,763,134	\$48,119,735
Operating Expense	<u>\$597,215</u>	<u>\$0</u>	<u>\$593,423</u>	<u>\$13,607,197</u>	<u>\$0</u>	<u>\$489,041</u>	<u>\$6,983,756</u>	<u>\$0</u>	<u>\$3,352,959</u>	<u>\$25,623,592</u>
Subtotal	\$27,218,308	\$0	\$593,423	\$28,609,767	\$0	\$654,920	\$11,550,815	\$0	\$5,116,093	\$73,743,327
FTE	312.5	-	-	144.0	-	-	52.6	-	18.6	527.7
05 Student Services										
Personal Services	\$28,479,282	\$0	\$229,877	\$8,113,211	\$0	\$1,753,182	\$2,044,334	\$0	\$6,361,380	\$46,981,266
Operating Expense	<u>\$470,326</u>	<u>\$0</u>	<u>\$343,574</u>	<u>\$6,494,078</u>	<u>\$0</u>	<u>\$2,030,856</u>	<u>\$10,654,993</u>	<u>\$0</u>	<u>\$7,182,029</u>	<u>\$27,175,857</u>
Subtotal	\$28,949,608	\$0	\$573,451	\$14,607,289	\$0	\$3,784,039	\$12,699,327	\$0	\$13,543,410	\$74,157,123
FTE	409.0	-	3.5	101.7	-	30.2	24.2	-	71.0	639.6
06 Institutional Support										
Personal Services	\$31,107,135	\$0	\$0	\$9,583,049	\$0	\$279,985	\$13,354,496	\$0	\$774,690	\$55,099,355
Operating Expense	<u>\$7,501,383</u>	<u>\$0</u>	<u>\$411,072</u>	<u>\$13,157,283</u>	<u>\$0</u>	<u>\$574,715</u>	<u>\$22,559,075</u>	<u>\$0</u>	<u>\$1,425,368</u>	<u>\$45,628,896</u>
Subtotal	\$38,608,517	\$0	\$411,072	\$22,740,332	\$0	\$854,700	\$35,913,571	\$0	\$2,200,058	\$100,728,251
FTE	371.6	-	-	83.9	-	-	116.7	-	15.1	587.2
07 Operation & Maintenance of Plant										
Personal Services	\$20,759,724	\$0	\$0	\$1,491,935	\$0	\$5,400	\$7,250,063	\$0	\$538,382	\$30,045,504
Operating Expense	<u>\$22,318,230</u>	<u>\$31,046,984</u>	<u>\$309,279</u>	<u>\$3,933,174</u>	<u>\$0</u>	<u>\$0</u>	<u>\$17,857,740</u>	<u>\$0</u>	<u>\$658,493</u>	<u>\$76,123,900</u>
Subtotal	\$43,077,954	\$31,046,984	\$309,279	\$5,425,109	\$0	\$5,400	\$25,107,803	\$0	\$1,196,875	\$106,169,404
FTE	396.2	-	-	18.5	-	-	120.2	-	10.3	545.2
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$1,197,759	\$2,256	\$0	\$0	\$1,200,015
Operating Expense	<u>\$7,370,398</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,027,763</u>	<u>\$3,830,072</u>	<u>\$0</u>	<u>\$7,000</u>	<u>\$12,235,233</u>
Subtotal	\$7,370,398	\$0	\$0	\$0	\$0	\$2,225,522	\$3,832,328	\$0	\$7,000	\$13,435,249
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$113,807	\$0	\$45,808	\$3,572,856	\$6,815,707	\$2,468,464	\$13,016,641
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$50,100</u>	<u>\$0</u>	<u>\$0</u>	<u>\$11,964,231</u>	<u>\$40,128,435</u>	<u>\$2,394,859</u>	<u>\$54,537,625</u>
Subtotal	\$0	\$0	\$0	\$163,907	\$0	\$45,808	\$15,537,086	\$46,944,142	\$4,863,323	\$67,554,266
FTE	-	-	-	1.0	-	-	52.8	111.0	38.0	202.8
Total Operating Budget										
Personal Services	\$179,849,407	\$0	\$229,877	\$161,023,944	\$3,548,395	\$39,727,723	\$59,023,936	\$6,815,707	\$30,325,573	\$480,544,561
Operating Expense	<u>\$44,373,173</u>	<u>\$31,046,984</u>	<u>\$1,906,987</u>	<u>\$54,526,511</u>	<u>\$4,412,962</u>	<u>\$43,912,656</u>	<u>\$105,712,400</u>	<u>\$40,128,435</u>	<u>\$25,438,936</u>	<u>\$351,459,044</u>
Subtotal	\$224,222,581	\$31,046,984	\$2,136,863	\$215,550,455	\$7,961,357	\$83,640,379	\$164,736,335	\$46,944,142	\$55,764,509	\$832,003,605
FTE	2,276.3	-	3.5	1,516.8	63.7	286.5	634.0	111.0	329.4	5,221.2

National Association of College and University Business Officers (NACUBO)

Activities by Program

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

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

**REVISED
AGENDA ITEM: 6 – B
DATE: August 7-8, 2019**

SUBJECT

FY21 Budget Request

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 4-7-7](#) Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION

The Board deliberated the FY21 base budget request during their planning retreat on August 7th. 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 Scholarship with a campus funding match;
- A general fund M&R request that would fund maintenance and repair at 2% of the FY20 replacement values;
- General fund requests for the BHSU Native American Student Success and the NSU American Indian Circle Program proposals;
- One-time funding requests for the SDSU Rural Veterinary Medical Education program and the DSU Cyber Cync Incubator and Entrepreneurial Center; and
- Capital project requests for the USD Health Sciences Building and the remodel of the SDSM&T Ascent Innovation Building.

The Board’s FY21 budget priorities are summarized in the attachment. The request represents a 3.7% 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 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 – FY21 Budget Summary

MOTION 20190808_6-B:

I move to approve the FY21 Budget Request to include the priorities identified in the attachment, to direct the staff to prepare and submit the FY21 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.

South Dakota Board of Regents FY21 Board of Regents General Fund Budget Request			
Priorities			
	Base Funding Requests	General	FTE
1	The Dakota Promise	\$2,000,000	0.0
2	General Fund M&R	\$5,892,054	0.0
3	BHSU - Native American Student Success	\$249,872	2.8
4	NSU - American Indian Circle Program	\$154,577	2.0
	Total FY21 Base Budget Request	\$8,296,503	4.8
		General	FTE
	FY20 Base Funding	\$224,222,581	5,236.2
	FY21 Base Funding Request	\$232,519,084	5,241.0
	Percent Base Change	3.7%	0.1%
	FY21 One-Time Funding Requests		
1	SDSU - Rural Veterinary Medical Education	\$275,000	0.0
2	DSU - Cyber Cync Incubator and Entrepreneurial Center	\$396,073	1.0
	FY21 One-Time Funding Requests	\$671,073	1.0
	FY21 Capital Project Requests		
1	USD - Health Sciences Building	\$10,000,000	0.0
2	USD - Ascent Innovation Building Remodel	\$2,000,000	0.0
	FY21 Capital Project Requests	\$12,000,000	0.0

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – C
DATE: August 7-8, 2019

SUBJECT

FY21 M&R Bonding

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:26 – Bond Compliance and Management](#)

BACKGROUND / DISCUSSION

In 2007 and 2011 SDBOR bonded for critical deferred maintenance projects. With a strong interest in bonding for projects expressed by the universities, Dr. Monte Kramer broached this topic recently with the new administration and found that they were open to discussing the idea. The universities were asked to put together their project detail with project cost estimates without committing more than 16% of their annual allocation to bond payments. A summary of the proposed projects and a summary of the bonded amounts including the 2007 and 2011 projects follows:

BHSU	Library	\$1,700,000
	Water Main Replacement	\$700,000
	Tunnel Repairs	\$100,000
DSU	East Hall Renovations	\$2,500,000
SDSM&T	Devereaux Library	\$4,000,000
SDSU	Lincoln Hall Renovations	\$10,000,000
USD	Library	\$2,250,000
	East Hall	<u>\$3,250,000</u>
		\$24,500,000

(Continued)

DRAFT MOTION 20190807_6-C:

I move to support bonding for up to \$24,500,000 for deferred maintenance projects and submit this as part of our FY21 budget proposal to the Governor.

FY20 Maintenance and Repair Funds				
	<u>HEFF</u>	<u>General Funds</u>	<u>M&R Fee</u>	<u>Total M&R Funds</u>
BHSU	\$1,289,101	\$1,031,860	\$132,161	\$2,453,122
DSU	\$909,329	\$626,483	\$99,380	\$1,635,192
NSU	\$1,236,563	\$1,115,823	\$102,974	\$2,455,360
SDSMT	\$1,473,318	\$1,238,340	\$196,518	\$2,908,176
SDSU	\$5,780,280	\$4,712,620	\$808,222	\$11,301,122
USD	\$4,327,167	\$3,471,037	\$533,171	\$8,331,375
UC-SF	\$319,288	\$0	\$0	\$319,288
BHSU-RC	\$208,540	\$0	\$0	\$208,540
SSOM	<u>\$241,375</u>	<u>\$146,606</u>	<u>\$0</u>	<u>\$387,981</u>
Totals	\$15,784,961	\$12,342,769	\$1,872,426	\$30,000,156
M&R Bond Payments				
	<u>2007 Bond</u>	<u>2012 Bond</u>	<u>2017 Proposed</u>	<u>% Bonded</u>
BHSU	\$49,736	\$108,118	\$223,575	15.55%
DSU	\$29,117	\$0	\$223,575	15.45%
NSU	\$0	\$135,509	\$0	5.52%
SDSMT	\$30,698	\$0	\$357,719	13.36%
SDSU	\$372,856	\$522,794	\$894,298	15.84%
USD	\$176,349	\$429,112	\$491,864	13.17%
UC-SF	\$0	\$0	\$0	0.00%
BHSU-RC	\$0	\$0	\$0	0.00%
SSOM	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>0.00%</u>
Totals	\$658,756	\$1,195,533	\$2,191,031	13.48%

Note: Bonding assumes 3.5% interest rate, 15-year bonds and 3% SDBA fee.

IMPACT AND RECOMMENDATIONS

The project detail including a summary of the deferred maintenance that would be addressed with completion of the projects is attached.

ATTACHMENTS

Attachment I – FY21 Campus Proposed M&R Bonded Projects

M&R Bonding Proposals

July 15, 2019

Black Hills State University

Black Hills State University is requesting to bond for \$2.5 million to upgrade the E.Y. Berry Library Learning Center and campus utility infrastructure. The projects in the library will include installing a new elevator for increased accessibility, replacing the HVAC system and adding a fire suppression system. The campus utility infrastructure repairs and upgrades will include replacing campus water mains and repairing the utility tunnel system.

The library is currently equipped with an elevator that provides limited handicap accessibility to the second floor and basement of the library, but it is located in the back of the building, is undersized and is not user-friendly. The HVAC system is original to the building and at the end of its useful life. Currently, the library does not have a fire suppression system throughout the majority of the building, with the exception of the small data center in the basement. A building-wide sprinkler system will be installed to increase safety.

The water mains that run through the center of campus, some of which are original to campus, are becoming increasingly dilapidated. Water lines of this age can have tremendous and costly water loss in addition to the expense of the frequent repair necessary when parts of the line fail. Replacing the aging water mains will reduce water loss and repair cost.

The campus utilizes a utility tunnel to connect the central facilities plant to campus buildings. This tunnel houses steam and hot water condensate return, chilled water lines, fiber optics, cable television, internet communication lines, temperature control communications, telephone lines, and domestic water. The tunnel system increases accessibility to these services to reduce repair time and costs. Parts of this tunnel system are nearing 100 years old and in need of repairs.

Project	Description	Estimated Cost
Library elevator	ADA Compliance	\$900,000
Library HVAC	Replace a 50-year-old HVAC System	\$250,000
Library fire suppression	Life Safety Code Compliance	\$550,000
Water main replacement	Replaces 30-year-old Water Mains	\$700,000
Tunnel repairs	Repairs 75-year-old Tunnel System	<u>\$100,000</u>
Total		\$2,500,000

Dakota State University

Dakota State University with the Office of State Engineer went through an RFP for the renovations of East Hall in June of 2017. TSP was selected as the design firm and we began the design process in September. In November of 2017, TSP produced a pre-design report for the renovation of East Hall and the total construction estimate was around \$4,400,000, excluding windows. Due to funding limitations, a phased approach was decided as the best path moving forward. In 2018, we completed phase I which was the third or top floor. We created 30 offices on

this floor to support staff for the Beacom College of Computer and Cyber Sciences and the College of Business and Information Systems. Subsequent phases will renovate the remaining three floors to add additional office space, modernize the classrooms, highlight the college offices and increase our energy efficiency. As in the first phase, all outside walls will be removed and replaced with new stud walls which allows us to use spray foam insulation along the exterior of the entire building. We will continue to upgrade into a high efficiency HVAC system, replace old fluorescent lighting with new LED lighting. We will also upgrade life safety features such as installing fire sprinklers and upgrading the fire alarm system. Below are the estimates of probably cost for the deferred maintenance items:

Fire Sprinkler	\$195,000
Plumbing	\$650,000
HVAC & Controls	\$900,000
Electrical	\$600,000
Windows	\$550,000
Total	\$2,895,000

The issue with a phased approach is its inefficient timelines and increased costs due to contractor's general conditions for each phase and the annual inflation of construction costs. We would appreciate the opportunity to bond some of our annual M&R allocation to complete this project and feel this is the best approach. Bonding to complete the final three phases at once will allow for quicker renovation and less disruption for the occupants while eliminating another 5-6% of inflation costs. An additional benefit with a bonding approach is the ability to upgrade larger deferred maintenance items such as electrical subpanels installed in early 1970's, HVAC equipment that is 30+ years old, and 1970's single pane windows. Our proposed project and estimated probable costs can be found in the chart below:

Project	Estimated Cost
East Hall	\$2,500,000.00
Yearly Payment	\$217,062.67
Current Bond Payment (07)	<u>\$28,716.00</u>
Total Payment	\$245,778.67
FY21 Allocations:	
HEFF	\$909,329.00
General Funds	\$626,483.00
M&R Fee	\$99,380.00
Total	\$1,635,192.00
% to bond payment	15.0%

Northern State University
No Proposal

South Dakota School of Mines & Technology

The Devereaux Library is 57,615 square feet, constructed in 1970. As part of its strategic planning process, the South Dakota School of Mines & Technology (SD Mines) completed a review of the library to better understand the current use and need for potential improvements. This transformative time for SD Mines includes opportunities for the Devereaux Library to develop new services and spaces that support the teaching and research objectives of the school. The review made obvious the need for significant renovation of the current space. Aside from the recent updates in the lower level to house the Industrial Engineering Department, no other major renovations have been done in the last 49 years.

Higher education has changed over recent decades and students now engage in the type of learning which require libraries to support them with appropriate spaces and technologies. The Devereaux Library is more traditionally oriented and is not conducive to the kind of collaborative work being done by students in today's environment. A complete renovation to the second and third floors is necessary to accommodate the needs of modern day students. To prepare the library for its eventual programmatic renovations, SD Mines is requesting a total of \$4M.

Project	Description	Estimated Cost
Devereaux Library	Architectural renovations	\$1,000,000
	Update Lighting/Ceiling/Mechanical	\$750,000
	New front entrance	\$100,000
	Restroom renovations	\$250,000
	Elevator	\$200,000
	Upgrade HVAC	\$1,020,000
	Fire alarm	\$45,000
	Replace windows	\$450,000
	Replace roof	<u>\$185,000</u>
	Total	

South Dakota State University

This project would be full renovation of Lincoln Hall for continued use as an academic facility. This facility is 46,184 gsf constructed in 1927 consisting of three stories and a penthouse. All academic space would be renovated to modernize and upgrade the facility for contemporary use. Some space (e.g. the original library stacks area) is functionally obsolete, so will require renovation. The project scope may include reuse of the library stacks area as a university archival storage facility or renovation of library stacks area to repurpose into classroom and office space. The Schultz Meeting Room and Peterson Recital Hall would be restored and repurposed from assembly space to office, conference rooms, and study space. These architectural maintenance and repairs would be supplemented with other maintenance and repair projects affecting building systems.

The university is currently utilizing approximately \$1.8M in HEFF to complete some backlogged maintenance projects. The building has been reroofed. Current construction contracts will complete masonry repairs, cleaning and repointing stonework, public restroom renovations, replacing rusted steel doors, window replacement, upgrading the elevator, asbestos abatement, and skylight repairs.

The \$10M in bonded funds would be used to complete other necessary maintenance and repairs as well as necessary renovations to upgrade and modernize the building. The total cost of remodeling the building, excluding office equipment and technology equipment, is \$15,935,000. The remaining \$4,135,000 would be done with other funds when available. The types of repairs and approximate costs of these repairs follow.

Project	Description	Estimated Cost
Lincoln Hall	Replace Fire Sprinkler System	\$325,000
	Replace Heating Ventilating & Air Conditioning System	\$4,000,000
	Replace Water Main	\$70,000
	Extension of Chilled Water System Supply & Return Piping to Serve Building	\$1,300,000
	Replace Sewer Service	\$70,000
	Replace Secondary Electrical System	\$1,570,000
	Install Special Electrical System/Computer Network/Building Security System	\$1,200,000
	Replace Plumbing System	\$600,000
	Architectural Renovations and Upgrades including Historic Preservation	<u>\$865,000</u>
Subtotal of M&R Needs (bonded funding request)		\$10,000,000
HEFF M&R Invested in Lincoln Hall through FY20		\$1,800,000
	Remaining Architectural Renovations and Upgrades including Historic Preservation	<u>\$4,135,000</u>
Total		\$15,935,000

University of South Dakota

University of South Dakota submits the following two projects for possible bonding.

ID Weeks Library Lighting – The amount to be bonded would be \$2,250,000. This project would replace the old incandescent lights that are 30 years old in the Library with LED lights at an approximate cost of \$1.5M. The ceilings would be replaced at a cost of \$250,000, the fire alarm would be upgraded at a cost of \$500,000. This project will improve both energy efficiency (the Library is open and lit 15-18 hours per day) and the appearance of the Library.

East Hall Interior Renovation – East Hall is one of USD’s original and historic buildings. The exterior is in very good shape but the interior is in serious need of a renovation. The scope of this project would be to put new paint, carpet, ceilings, lighting and bathrooms on all three floors, with the exception of the Dental Hygiene space. We would accomplish as much as possible for the \$3.25M. The mechanical system is planned to be upgraded through the annual M&R process.

Project	Description	Estimated Cost
ID Weeks Library Lighting	Replace 30-year old lights with LED Lights	\$1,500,000
	Replace Old Ceilings	\$250,000
	Replace Old Fire Alarm	\$500,000
East Hall	Replace 30-year old floorings	\$200,000
	Replace 30-year old paint	\$100,000
	Replace 30-year old Ceilings	\$200,000
	Replace 30-year old Lighting	\$1,000,000
	Update Ceramic Tile/ Restrooms	\$200,000
	Replace 30-year old Plumbing Fixtures	\$200,000
	Replace 30-year old Exterior Windows	\$250,000
	Upgrade 30-year old Fire Alarm System	\$100,000
	Replace 30-year old HVAC System	<u>\$1,000,000</u>
	Total	

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – D
DATE: August 7-8, 2019

SUBJECT

DSU Residence Village Facility Design Plan

CONTROLLING STATUTE, RULE, OR POLICY

- [SDCL 5-14-1](#) Classification of Capital Improvements
- [SDCL 5-14-2](#) Supervision by Bureau of Administration of Capital Improvement Projects
– Payment of Appropriated Funds
- [SDCL 5-14-3](#) Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of
Institution
- [BOR Policy 6:4](#) Capital Improvements
- [BOR Policy 6:6](#) Maintenance and Repair

BACKGROUND/DISCUSSION

Dakota State University requests approval of the Facility Design Plan to construct a new residence hall on campus. The [Preliminary Facility Statement](#) for this project was approved by the Board of Regents on May 9, 2018. On April 3, 2019, the Board of Regents approved the [Facility Program Plan](#).

DSU currently has five on-campus residence halls, two leased 8-plex apartment units, and one house with a total capacity of 772 beds. Most of the residence halls – Higbie, Zimmermann, Emry and Richardson – were constructed between 1958 and 1970 and are composed of mostly double-occupancy rooms with shared restroom facilities. The Courtyard residence hall contains 107 beds in a mixture of traditional double-occupancy rooms and suite-style units. The university also leases two 8-plex apartment buildings from the Madison Housing and Redevelopment Commission which provides an additional 72 beds in apartment-style units. DSU also purchased a housing unit in October 2018 that will add an additional 20-22 beds to the housing stock.

(Continued)

DRAFT MOTION 20190807_6-D:

I move to approve the Facility Design Plan for DSU’s Residence Village Facility at a cost not to exceed \$11.5M to be funded with revenue bonds.

Facility Description and Design

The planned facility will have 128 beds across four floors with a unit mix of 4-bedroom suite-style units and 6-bedroom apartment-style units. Common spaces include student lounges and study spaces, shared laundry facilities and corridor and vertical circulation. The new site location will allow the facility to connect to the Courtyard project through the existing stair tower creating a large community of upper-class students. The building is being designed for potential future expansion to the west.

The building structure is planned to be a combination of load-bearing steel studs and structural steel columns and beams supporting precast concrete hollow core floors and a wood roof-truss system. Interior partitions would be light gauge steel studs and gypsum board with hollow metal frames and solid core wood doors. The corridor partition walls and common walls between units will be designed to provide acceptable levels of sound privacy.

The exterior cladding of the building will include a combination of masonry veneer (low) and light weight cladding (high). The windows within the living units will be sliding aluminum or fiberglass windows. The larger expanses of glass at the common spaces on the corner will be an aluminum storefront system. The roof will be a combination of architectural asphalt shingles over the sloped wood trusses and fully-adhered EPDM membrane at low-slope roof areas.

Changes from Facility Program Plan

There are several changes from the Facility Program Plan submitted to the Board in April 2019, that are summarized below.

Location

The previous location proposed was the NW corner of 9th Street and Washington Avenue. This is currently a parking lot. After review, a more ideal location was determined. The new facility would be connected to the current Courtyard Hall and located just south of that building (location of former Madison Clinic, which was razed shortly after DSU acquired the property).

Staffing

By connecting the new residence hall to the existing Courtyard Hall, the university can eliminate the need for an additional residence hall director (RD) position. One RD can then manage the existing Courtyard (107 beds) and the new residence hall as one residence hall, thus eliminating operating costs in the auxiliary system and improving the pro forma.

Bed Count – Change from 120 to 128

By eliminating the need for an RD, there is also no need for an RD apartment within the new residence hall. This space is then converted to student housing, thus increasing the bed count from the Facility Program Plan of 120 to 128 beds in the Facility Design Plan.

Cost and Funding

Because of the decreased staffing costs and increased bed count (without additional space), the pro forma improves and thus allows for a greater total project cost than submitted in the Facility Program Plan. The FPP has a total project of approximately \$10.6 million. Changes to the pro forma allow for the project to increase to \$11.5 million. This also allows for some improved construction types that will benefit the long-term maintenance of the building, including but not limited to a combination steel and wood construction as opposed to a wood-only system.

Several changes have been made to the program previously submitted with the Facility Program Plan, which allows the budget to increase and still meet all financial requirements. The detailed FDP budget is as follows:

Estimated Project Costs

Construction Costs	\$	8,732,000
CMR Fee		455,000
Total Contingency		800,000
Professional Fees		545,000
Green Globes Professional Fee		87,725
OSE		30,000
Furniture/Fixtures/Equipment		750,000
Commissioning		50,000
Geotech/Survey/Constuct Testing		34,950
Miscellaneous Fees		15,325
Total Project Cost		\$11,500,000

IMPACT AND RECOMMENDATIONS

Approval of DSU’s Residence Village FDP will assure the campus is able to provide the quality and modern living standards expected by students. As depicted in the attached pro forma, the revenue and expense financial projections allow DSU to comfortably service the debt from the revenue bonds. Given that the facility revenues are projected to cover the necessary costs, approval of the final design plan is recommended.

ATTACHMENTS

- Attachment I – DSU Residence Village Facility Design Plan, Renderings, and Site Maps
- Attachment II – DSU Residence Village Summary Pro Forma

Dakota State University

Residence Village

Facility Design Plan

Dakota State University requests approval of the Facility Design Plan to construct a new residence hall on the campus. The Preliminary Facility Statement for this project was approved by the Board of Regents on May 9th, 2018. April 3rd, 2019, the Board of Regents approved the Facility Program Plan.

A. Architectural, Mechanical, and Electrical Schematic Design

Architectural:

The planned facility will have 128 beds across 4 floors with a unit mix of 4-bedroom suite style units and 6-bedroom apartment style units. Common spaces include student lounges and study spaces, shared laundry facilities and corridor and vertical circulation. The new site location will allow the facility to connect to the Courtyard project through the existing stair tower creating a large community of upper-class students. The building is being designed for potential future expansion to the west. See *Attachment-1 for current site plan and floor plans.*

The building structure is planned to be a combination of load-bearing steel studs and structural steel columns and beams supporting precast concrete hollow core floors and a wood roof-truss system. Interior partitions would be light gauge steel studs and gypsum board with hollow metal frames and solid core wood doors. The corridor partition walls and common walls between units will be designed to provide acceptable levels of sound privacy.

The exterior cladding of the building will include a combination of masonry veneer (low) and light weight cladding (high). The windows within the living units will be sliding aluminum or fiberglass windows. The larger expanses of glass at the common spaces on the corner will be an aluminum storefront system. The roof will be a combination of architectural asphalt shingles over the sloped wood trusses and fully-adhered EPDM membrane at low-slope roof areas. See *Attachment 2 for current exterior renderings.*

Mechanical:

HVAC System (Bulldog HEAT PUMPS):

Suites/Apartment Units with Mechanical Closets

Each individual suite would have a compact bulldog heat pump located in a mechanical closet within the suite. This combination heating-and-cooling bulldog heat pump unit allows comfort control for each individual suite. This 2-pipe closed loop heat transfer piping system allows synchronous heating & cooling in different suites at the same time. Within the suites supply and return ductwork will distribute air into the rooms. Fresh air would be ducted into each suite's HVAC unit and pulled into the return thus mixing with return air and distributed throughout the suite. Mechanical closets with doors to the hallway would provide service access without entering the student's space.

Study Rooms, Etc.

These study rooms would have individual vertical stacked units serving individual rooms with individual control. Neutral fresh air would be ducted into each space in areas served by these vertical stacked style units. Access to the unit for service would need to be through the space.

Common Areas

The common areas will utilize the same system that is used for the individual suites. The quantity and type of heat pump units used will be selected based on how the spaces are utilized to maximize the system efficiency and comfort control throughout the common areas. Again, fresh air would be mixed with the return air into the heat pump units and distributed throughout the common areas to maximize indoor air quality. Any office areas would be served by ducted horizontal units concealed above ceilings, while stairwells and vestibules would utilize console units.

Temperature Controls

The temperature control system shall be an extension of the existing DDC control system. All equipment shall be controlled and monitored by the existing color graphic operator's workstation for Owner's designated personnel to change schedules and setpoints.

Hydronic System

The hydronic piping will consist of an insulated, two-pipe hydronic water loop that will use circulating pumps to circulate water to all of the Bulldog Hybrid Heat Pumps. This will allow the heat pumps to extract heat from the water loop when they are in heating mode and reject heat to the water loop when they are in cooling mode. As previously mentioned, the water loop will thus transfer heat from one heat pump to another within the building. The two-pipe hydronic piping system is designed to circulate between 85F and 125F fluid (the supply fluid temperatures are increased as the outside air temperatures drop).

Heat Injection & Heat Rejection

Heat will only be injected or rejected from the water loop as needed to maintain the water loop temperature within a range to optimize the operating efficiency of the heat pumps. If the water loop temperature drops below the range minimum, heat will be injected using high efficiency, natural gas fired boilers. If the water loop temperature rises above the range maximum, heat will be rejected using a closed circuit, fluid cooler.

Ventilation Systems

The ventilation system will utilize a packaged natural gas-fired electric-cooling energy recovery unit that will supply neutral air to designated heat pumps or designated spaces. The energy recovery units will transfer energy from the exhaust air stream to the outside air, then heat or cool or dehumidify the air before distributing it within the building. The ventilation system will be sized to meet the Green Globe requirements.

PLUMBING SYSTEM:

The plumbing system shall consist of the following:

Plumbing Fixtures

Plumbing fixtures to be high efficiency low water consumption fixtures to meet the requirements for the Water Use Reduction Green Globe credits. Fiberglass showers are planned in all suites. Exterior wall hydrants to be located such that they cover the perimeter exterior of first floor.

Domestic Water Piping & Insulation

To prevent pitting, scaling, or corrosion aboveground domestic cold, hot, and recirculating hot water piping & fittings shall be Uponor Pex A with a twenty-five-year warranty. The exception will be all piping with in the mechanical room at the water meter fit and domestic hot water system will be Type L copper. All mains & branch piping shall be insulated with fiberglass with vapor barrier.

Domestic Hot Water System

Natural gas fired, high efficiency domestic hot water heaters will be utilized to provide domestic hot water for the building. A domestic hot water recirculation system will be used to ensure that the building occupants don't have to wait for hot water.

Sanitary Waste/Venting

All sanitary waste and venting shall be PVC piping, and cast iron when within return air plenums.

Natural Gas Piping

All natural gas piping shall be schedule 40 black pipe with isolation valves and pressure reducing valves as necessary serving high efficiency hot water boilers & water heaters.

Storm Drainage

Room drainage is to be scuppers and downspouts. If required primary & overflow roof drains for any flat roof areas will be PVC piping encased in insulation piped down to below grade to the city storm sewer.

Condensate Drainage

All condensate drain piping shall be PVC piping encased in insulation.

Fire Sprinkler System:

A complete fire sprinkler system will be installed meeting NFPA, local codes, & the Fire Marshal.

The system shall consist of a dedicated 6" fire protection water service located in the mechanical room with zoning installed per floor. The fire sprinkler riser within the mechanical room shall be iron pipe & fittings. CPVC piping concealed within the truss space shall be used for the majority of the facility. All piping to be rated for fire sprinkler installation. Flush concealed heads shall be used throughout the facility.

*Electrical:**Lighting System:**Apartment Lighting*

LED fixtures will be used. The bedroom fixtures will be controlled by vacancy/dimmer switches to maximize the energy savings by combining the functionality of a vacancy sensor with the versatility and ambiance control of a dimmer.

Hallways and Common Areas

LED fixtures will be used. Hallways and common areas will be controlled using a combination of sensors, standard switches, or dimmers as appropriate to allow the occupants maximum comfort for a variety of activities.

Exterior Lighting

LED fixtures will be used. Nighttime friendly fixtures will be utilized to help mitigate light pollution. For student/faculty safety any pathway lighting shall be operated by photocell control, on at dusk, off at dawn. LED fixtures will be used on the building and for bollards. All exterior lights will be controlled by photocells out of a lighting control panel. For student/faculty safety any pathway lighting shall be operated by photocell control, on at dusk, off at dawn.

Fire Alarm System / Life Safety Systems:

The fire alarm system shall be installed to meet the present code requirements and meet DSU's standards. A fully addressable system will be used. The fire alarm system shall be able to communicate on the campus network through the Metasys BAS. Exit and emergency lighting will be placed according to life safety codes.

Data / Phone System:

The data system will be installed by a BICSI certified installer. CAT6A cabling will be used throughout the building. Panduit network racks with cable management will be utilized. The data and phone systems will be connected to the campus system using fiber optic cable.

Security System:

The security system will consist of rough-ins for the cameras and door accesses systems. The locations would be coordinated with the owner. Rough-ins would consist of empty conduits and boxes. The security equipment and cabling would be by owner.

Power System:

The campus loop system is the preferred choice to bring power in for the building. Service will be 120-208V 3 Phase with individual apartment panels distributing 120-208V single phase. Common area lighting, power, and equipment will be metered according to the Green Globe's requirements. Additional monitoring for power system is yet to be determined. The power consumption could be monitored through the BAS.

All electrical devices (switches, outlets) will be commercial grade. All wiring will be in accordance with the National Electrical Code and the South Dakota State Electrical Commission Wiring Bulletin. The apartment building will have MC cable for branch circuits. EMT conduit raceway system will be used for feeders and homeruns.

B. Changes from Facility Program Plan

There are several changes from the Facility Program Plan submitted to the Board in April 2019.

Location

The previous location proposed was the NW corner of 9th Street and Washington Avenue. This is currently a parking lot. After review, a more ideal location was determined. The new facility would be connected to the current Courtyard Hall and located just south of that building (location of former Madison Clinic, which was razed shortly after DSU acquired the property).

Staffing

By connecting the new residence hall to the existing Courtyard Hall, the University can eliminate the need for an additional Residence Hall director position. One RD can then manage the existing Courtyard

(107 beds) and the new residence hall as one residence hall, thus eliminating operating costs in the auxiliary system and improving the pro forma.

Bed Count – Change from 120 to 128

By eliminating the need for an RD, there is also no need for an RD apartment within the new residence hall. This space is then converted to student housing, thus increasing the bed count from the Facility Program Plan of 120 to 128 beds in the Facility Design Plan.

Total Project Cost

Because of the decreased staffing costs and increase in bed count (without additional space), the pro forma improves and thus allows for a greater total project cost than submitted in the Facility Program Plan. The FPP has a total project of approximately \$10.6 million. Changes to the pro forma allow for the project to increase to \$11.5 million. This also allows for some improved construction types that will benefit the long-term maintenance of the building, including but not limited to a combination steel and wood construction as opposed to a wood only system.

Other Pro Forma Improvements

The overall pro forma has also improved because of changes to Van Eps Place. This property has been under renovation the last year and within the Facility Program Plan, anticipated 20 beds at 90% occupancy. The final floorplan for the Van Eps Place contains 23 beds. The pro forma still assumes a 90% occupancy.

Within the new residence hall, the original plan included four residence hall advisors. Due to the types of rooms and these students being upper-class students, only two RA's are needed, thus decreasing the operating costs of the facility.

C. Impact to Existing Building or Campus-wide Heating/Cooling/Electrical Systems

The new residence hall will have stand-alone heating system, thus not impacting the current boiler plant facility. DSU is still determining if the new building will connect to the campus electrical loop or direct connect to the utility provider, similar to how the Courtyard/LEC is connected. The new residence hall would connect physically to the Courtyard, which will have programmatic benefits. The connecting point to the Courtyard was designed to connect to another building (former clinic) so there is no significant impact to that existing building.

D. Total Construction Cost Estimates

Total project cost is \$11.5 million including construction, fees, furnishings as identified in the following table. Several changes have been made to the program previously submitted with the Facility Program Plan, which allows the budget to increase and still meet all financial requirements. The detailed FDP budget is as follows:

Description	Budget amount
Construction Costs	\$8,732,000
CMR Fee	\$455,000
Total Contingency	\$800,000

Professional Fees	\$545,000
Green Globes Professional Fee	\$87,725
OSE Fee	\$30,000
FF&E	\$750,000
Commissioning	\$50,000
Geotechnical, Survey, and Construction Testing	\$34,950
Miscellaneous Fees	\$15,325
Total	\$11,500,000

E. Changes from Cost Estimates for Operational or M&R Expenses

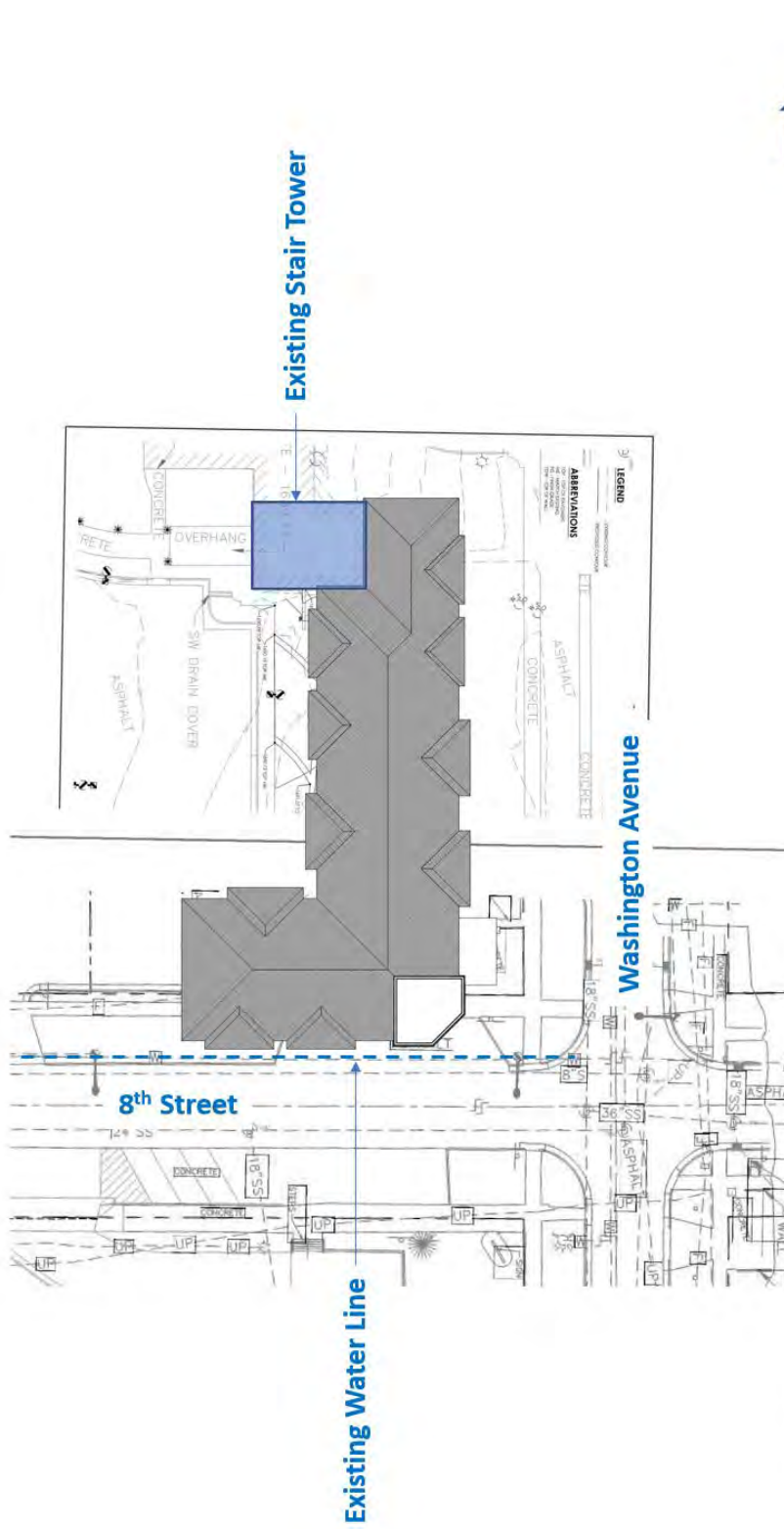
The operational cost estimates for the new residence hall have changed slightly. As noted in previous sections, the change of location allows for the university to add the new residence hall without adding an additional residence hall director. This decreases the costs to operate the new hall considerably.

The cost estimates for M&R expenses change slightly. The total project cost increase results in a larger M&R expectation (2% of a now larger replacement value). However, the increase value allows for improved construction material and design. This will reduce the actual M&R costs in the future.

F. Planned Project Timeline:

Project Phase	Dates
<i>Board of Regents – Facility Program Plan Approval</i>	<i>April 2-4, 2019</i>
Construction Manager Selection	May 2019
Schematic Design	June 3 – July 12 (6 Weeks)
Design Development <i>Board of Regents – Facility Design Plan Approval</i>	July 15 – August 23 (6 Weeks) <i>August 6-8, 2019</i>
GMP from Construction Manager	September 20 (4 weeks)
Construction Documents *	September 23 – December 31, 2019 (14 Weeks)
Construction	April / May 2020 – July 2021 (14-15 months)
Occupancy	August 2021

Site Plan:



Architecture
Incorporated
A
KWK ARCH TECTS

Site Plan



DSU RESIDENCE VILLAGE

First Floor:



DSU RESIDENCE VILLAGE

First Floor



Second through Fourth Floor:



2nd, 3rd, 4th Floors



DSU RESIDENCE VILLAGE



Suite and Apt. Detail:

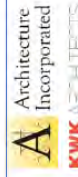


Typical 4 Bedroom Suite

Typical 6 Bedroom Apartment



DSU RESIDENCE VILLAGE



Aerial Views:

Aerial view looking north



DSU RESIDENCE VILLAGE



Aerial view looking east



DSU RESIDENCE VILLAGE



Corner Eight and Washington



DSU RESIDENCE VILLAGE



Corner Eight and Washington



DSU RESIDENCE VILLAGE



DSU Residence Hall Village Summary Pro forma

	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
Rental Revenues:	\$652,000	\$684,600	\$718,830	\$733,207	\$747,871	\$762,828	\$778,085	\$793,647	\$809,520	\$825,710
Miscellaneous Revenues	\$6,000	\$6,000	\$6,000	\$7,000	\$7,000	\$7,000	\$8,000	\$8,000	\$9,000	\$9,000
Summer Revenues	\$24,000	\$25,000	\$26,000	\$27,000	\$29,000	\$30,000	\$32,000	\$33,000	\$35,000	\$37,000
Total Revenues:	\$682,000	\$715,600	\$750,830	\$767,207	\$783,871	\$799,828	\$818,085	\$834,647	\$853,520	\$871,710
Expenses:										
Personnel Expenses	\$29,465	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Operating Expenses	\$119,100	\$122,000	\$124,000	\$126,000	\$128,000	\$130,000	\$132,000	\$134,000	\$136,000	\$139,000
Total Estimated Expenses:	\$149,000	\$152,000	\$154,000	\$156,000	\$158,000	\$160,000	\$162,000	\$164,000	\$166,000	\$169,000
Net Operating Income (NOI)	\$533,000	\$563,600	\$596,830	\$611,207	\$625,871	\$639,828	\$656,085	\$670,647	\$687,520	\$702,710
Annual Debt Service	\$502,500	\$519,000	\$554,800	\$589,200	\$622,200	\$653,800	\$684,000	\$712,800	\$823,724	\$823,724
Debt Coverage Ratio	1.06	1.09	1.08	1.04	1.01	0.98	0.96	0.94	0.83	0.85
Excess Net Revenue above 1.20	(\$70,000)	(\$59,200)	(\$68,930)	(\$95,833)	(\$120,769)	(\$144,732)	(\$164,715)	(\$184,713)	(\$300,949)	(\$285,759)
Cash Flow After Expenses and Debt Service	\$30,000	\$45,000	\$42,000	\$22,000	\$4,000	(\$14,000)	(\$28,000)	(\$42,000)	(\$136,000)	(\$121,000)
2% M&R Funding	\$47,680	\$98,221	\$151,751	\$208,405	\$268,321	\$276,371	\$284,662	\$293,202	\$301,998	\$311,058
Cash Flow to University After Reinvestment Reserve	(\$17,680)	(\$53,221)	(\$109,751)	(\$186,405)	(\$264,321)	(\$290,371)	(\$312,662)	(\$335,202)	(\$437,998)	(\$432,058)

DSU Total Auxiliary System Summary Pro forma

	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
SubTotal Operating Revenue	\$4,826,843	\$5,034,000	\$5,220,253	\$5,395,982	\$6,448,752	\$6,679,401	\$6,833,818	\$6,971,906	\$7,113,002	\$7,256,004	\$7,404,119	\$7,553,246	\$7,707,669
SubTotal Other Revenue	\$423,123	\$424,000	\$424,000	\$424,000	\$424,000	\$424,000	\$424,000	\$424,000	\$424,000	\$424,000	\$424,000	\$424,000	\$424,000
SubTotal Investment Income	\$39,836	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Total Revenues	\$5,289,803	\$5,478,000	\$5,664,253	\$5,839,982	\$6,892,752	\$7,123,401	\$7,277,818	\$7,415,906	\$7,557,002	\$7,700,004	\$7,848,119	\$7,997,246	\$8,151,669
Total Expenditures	\$3,371,850	\$3,574,000	\$3,682,284	\$3,671,530	\$4,057,660	\$4,139,698	\$4,222,446	\$4,306,932	\$4,393,320	\$4,481,506	\$4,571,654	\$4,743,662	\$4,837,764
Excess of Revenue over Expenditures (NOI)	\$1,917,953	\$1,904,000	\$1,981,969	\$2,168,452	\$2,835,092	\$2,983,702	\$3,055,372	\$3,108,974	\$3,163,682	\$3,218,498	\$3,276,465	\$3,253,584	\$3,313,905
Total Debt Service	\$1,369,266	\$1,368,566	\$1,364,128	\$1,367,096	\$1,875,926	\$1,886,868	\$1,922,668	\$1,960,025	\$1,999,247	\$1,824,987	\$1,852,689	\$1,882,603	\$1,643,059
Coverage Ratio	1.40	1.39	1.45	1.59	1.51	1.58	1.59	1.59	1.58	1.76	1.77	1.73	2.02
Excess Net Revenue above 1.20		\$261,721	\$345,016	\$527,937	\$583,981	\$719,461	\$748,170	\$756,944	\$764,585	\$1,028,514	\$1,053,238	\$994,460	\$1,342,234
Net Revenue after Debt Service		\$535,434	\$617,841	\$801,356	\$959,166	\$1,096,834	\$1,132,704	\$1,148,949	\$1,164,435	\$1,393,511	\$1,423,776	\$1,370,981	\$1,670,846
2% M&R Funding		\$513,786	\$578,785	\$642,505	\$756,115	\$826,457	\$1,180,886	\$1,291,047	\$1,382,193	\$1,420,891	\$1,460,952	\$1,502,413	\$1,546,986
M&R Funding Surplus/(Shortage)		\$21,648	\$39,056	\$158,851	\$203,051	\$270,377	(\$48,182)	(\$142,098)	(\$217,758)	(\$27,380)	(\$37,176)	(\$131,432)	\$123,860

Total M&R Funding Surplus/(Shortage) FY19 - FY30 **\$212,817**

Assumptions:

1. 128 beds with a mix of units – 4-bed single suite, 6-bed single apartment
2. 90% occupancy in the new residence hall
3. 2% increase in rates/revenue annually, plus an additional increase of 3% each year for the first 3 years – FY21, FY22 and FY23 (total of 5% increase those years)
4. 2% increase in expenses annually
5. Debt term of 25-years at 3.5%
7. DSU has current bonded debt that will be retired in 2025 and 2028
8. DSU Rising Gift funding to offset staffing expenses in the amount of \$80,000 per year FY21 – FY28

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – E (1)
DATE: August 7-8, 2019

SUBJECT

BOR Policy 5:20 - Cash Management (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The policy has been updated to include the purpose of the policy, definitions, and language to reflect current practices. The Board’s guideline of 10% unrestricted cash balance at year-end has been included in Section 1.1.

IMPACT AND RECOMMENDATIONS

This policy draft has been reviewed by the Business Affairs Council and they support the policy changes.

ATTACHMENTS

Attachment I – BOR Policy 5:20- Cash Management

DRAFT MOTION 20190807_6-E(1):

I move to approve the first reading of the revisions to BOR Policy 5:20 - Cash Management as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Cash Management

NUMBER: 5:20

A. PURPOSE

To establish a written program for cash management.

B. DEFINITIONS

- 1. Agency Funds:** Funds held on behalf of individuals and organizations affiliated with the universities. The universities serve as custodians of these funds.
- 2. AICPA:** American Institute of Certified Public Accountants.
- 3. Endowment Funds:** Funds received from donors and invested by Foundations to generate earnings for use by the university.;
- 4. Funds:** Monetary resource.
- 5. HEFF:** Higher Education Facilities Fund represents 11.5% of each tuition dollar.
- 6. Loan Funds:** Funds received from granting agencies and private donors for the purpose of making loans to students.
- 7. NACUBO:** National Association of College and University Business Officers.
- 8. Participating Funds:** A designation determined by the Bureau of Finance and Management for funds that meet the criteria to earn interest.
- 9. Plant Funds:** Unrestricted non-appropriated funds for the purpose of maintenance and repair of campus facilities, constructing new capital improvements, acquiring land and for retirement of facility indebtedness.
- 10. Restricted Appropriated Funds:** Funds appropriated by the federal government.
- 11. Restricted Non-appropriated Funds:** Funds received from the federal government, foundations, outside organizations, ~~and~~ private individuals, and the Auxiliary System.
- 12. S&PL Funds:** School and Public Lands Funds are earnings from the perpetual trust fund for the maintenance of public schools established under Chapter 8 of the Constitution of the State of South Dakota.
- 13. Unrestricted Appropriated Funds:** Funds appropriated by the legislature for the operations of the institution.
- 14. Unrestricted Non-appropriated Funds:** Funds received from tuition and fees, indirect cost recovery, campus auxiliary operations and enterprises, and other miscellaneous sources.

C. POLICY

All institutions under the control of the Board are expected to conform to the financial accounting standards found in the *Financial Accounting and Reporting Manual for Higher Education* published by NACUBO and the *Audits of Colleges and Universities* published by the ~~American Institute of Certified Public Accountants—AICPA~~. These standards call for five fund types: current funds, loan funds, plant funds, endowment funds, and agency funds.

Cash reported in these fund types is held by the institutions to meet a variety of operational needs, including working capital, equipment purchases, temporary cash outflows in grant and financial aid accounts, loan advances, maintenance and repair of physical plants, etc. Each fund type serves a different reporting purpose, requiring different policies governing the management of cash.

1. Current Funds

This fund type consists of four categories: unrestricted non-appropriated, unrestricted appropriated, restricted non-appropriated funds, and restricted appropriated funds.

1.1. a. Unrestricted non-appropriated. ~~Funds received from tuition and fees, indirect cost recovery, campus auxiliary operations and enterprises, and other miscellaneous sources.~~ Cash in this fund type is held for working capital purposes such as the payment of salaries and operating expenses to support teaching, research, and public service missions and is under complete control of the institution. In general, revenues are expected to be spent in the year collected. ~~However, cash reserves may be needed for equipment and other large one-time expenditures and as protection against revenue shortfalls. Cash reserves for equipment or other large one-time expenditures are allowable only to the extent that such needs are within the scope of the department's mission and are based on realistic cost estimates. Cash reserves for potential revenue shortfalls should not exceed 10 percent of the source's annual revenue. Cash may be held in excess of these amounts for encumbrances. Campus departments should have replacement/new equipment and revenue shortfall plans available to document the need for cash balances in their accounts. Operating cash balances may be needed for equipment and other large one-time expenditures and as protection against revenue shortfalls and unexpected or emergency expenditures. As a guideline, operating cash balances at year-end should be at least ten percent of the institution's annual unrestricted expenditures.~~ Cash held in clearing and other similar accounts where the funds are being passed through the university are not subject to these requirements. Cash from certain sources within this fund type may be designated as participating funds and carried in interest bearing cash centers on the state accounting system.

1.2. b. Unrestricted appropriated. Funds appropriated by the legislature. Cash is not carried in these funds, recognized in Banner although it physically remains with the State of South Dakota. The funds are appropriated annually by the legislature through the general appropriation bill. The funds in this category are general operating funds, HEFF, and School and Public Lands (S&PL) funds. HEFF and S&PL funds have been designated as participating funds and are carried in interest bearing cash centers on the state accounting system.

1.3. e. Restricted non-appropriated. Funds received from the federal government, foundations, outside organizations, and private individuals. Cash in this fund type is restricted to the uses prescribed by the granting agencies, bond holders, and donors. The institutions are expected to conform to the uses and cash on hand policies of the funding entities. Cash in this fund type is carried in non-interest bearing accounts on the state accounting system. Cash from certain sources within this fund type may be designated as participating funds and carried in interest bearing cash centers on the state accounting system.

1.4. d. Restricted appropriated. Funds appropriated by the federal government. Cash in this fund is restricted to the uses prescribed by federal government agencies. The institutions are expected to conform to the uses and cash on hand policies of these agencies. Cash in this fund type is carried in non-interest bearing accounts-cash centers on the state accounting system.

2. Loan Funds

Funds received from granting agencies and private donors for the purpose of making loans to student. Cash in this fund type is restricted to the uses prescribed by the granting agencies and donors. The institutions are expected to conform to the uses and cash on hand policies of the funding entities. Cash in this fund type is carried in non-interest bearing accounts-cash centers on the state accounting system. Cash in this fund type may be designated as participating funds and carried in interest bearing cash centers on the state accounting system.

3. Plant Funds

Funds transferred from unrestricted non-appropriated funds for the purpose of maintenance and repair of campus facilities, constructing new capital improvements, acquiring land and for retirement of facility indebtedness. Cash in this fund type should be held until expended is for the maintenance and repair of campus facilities, constructing new capital improvements, acquiring land and for retirement of facility indebtedness. the purposes described. Cash no longer required for plant fund purposes should be transferred back to

the unrestricted non-appropriated fund type. ~~Cash in this fund type is may be held in interest bearing accounts cash centers on the state accounting system. Cash in this fund type may be designated as participating funds and carried in interest bearing cash centers on the state accounting system.~~

4. Endowment Funds

~~Funds received from donors.~~—Endowment funds are held and invested by the institutions' respective foundations.

5. Agency Funds

~~Funds held on behalf of individuals and organizations affiliated with the universities.~~—The universities serve as custodians of the se-agency funds. Cash in this fund is held until expended as required by the individuals and organizations depositing the cash. ~~—Cash in this fund type is carried in non-interest bearing accounts on the state accounting system.~~ Cash in this fund type may be designated as participating funds and carried in interest bearing cash centers on the state accounting system.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1999; April 2004; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – E (2)

DATE: August 7-8, 2019

SUBJECT

BOR Policy 5:22 – Graduate Assistants and Fellows (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 13-53-6](#)

[SDCL 13-55-1](#)

[BOR Policy 5-5-1 Tuition and Fees: On-Campus Tuition](#)

BACKGROUND / DISCUSSION

The policy has been updated to include the purpose of the policy, definitions, and language to reflect current practices.

There are substantive changes to the policy. In section 2 of the policy, the previous language related to “waiving” tuition and fees has been replaced with an incentive tuition rate equivalent to zero percent of the on-campus tuition rate. This will require the Board to set a tuition rate of \$0 for the GA program at SDSU. Currently SDSU does not charge tuition or any discipline fees to its graduate assistants, where the other schools charge the reduced tuition rate established by the Board and discipline fees. The \$0 tuition is factored into the GA stipend paid at SDSU. The difference between the resident or non-resident special tuition rate and the incentive tuition rate for graduate assistants shall be part of the minimum stipends calculations.

IMPACT AND RECOMMENDATIONS

This policy draft has been reviewed by the Business Affairs Council. The changes made to the SDSU incentive tuition rate were added by the Board’s General Counsel.

The Board needs to approve the SDSU GA Incentive Tuition rate to be \$0 for this current academic year. For future years, the rate will be included in the tuition and fees cycle.

ATTACHMENTS

Attachment I – BOR Policy 5:22 – Graduate Assistants and Fellows

DRAFT MOTION 20190807_6-E(2):

I move to approve the first reading of the revisions to BOR Policy 5:22 – Graduate Assistants and Fellows as shown in Attachment I and to set the SDSU GA Incentive Tuition rate at \$0 for this academic year.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Graduate Assistants and Fellows

NUMBER: 5:22

A. PURPOSE

~~To provide the universities tools to compete effectively when recruiting highly qualified prospective graduate students. The primary purpose of a graduate assistantship or graduate student fellowship are is to provide students with professional experience and the necessary financial resources to attend a graduate program.~~

~~This policy To allow provides the universities tools to compete effectively when recruiting highly qualified prospective graduate students, the Board has adopted a special tuition rate for graduate assistants and graduate fellows for both on-campus and off-campus courses or provides the ability to waive tuition and some fees.~~

B. DEFINITIONS

- ~~1. **Fellow: Teaching Assistant or Associate or Research Assistant (includes Laboratory Assistant):** A student enrolled in a graduate program assigned responsibilities in teaching, research, and/or laboratory supervision on a limited or part-time basis. A student awarded a grant that is treated as a scholarship and has no work requirement.~~
- ~~2. **Graduate Assistant:** A student enrolled in a graduate program assigned responsibilities in administration, teaching, research, and/or laboratory supervision on a limited or part-time basis. Graduate assistants are often called Teaching Assistants, Research Assistants, or Laboratory Assistants.~~

C. POLICY

1. Special Tuition Rates for Graduate Assistants and Fellows

Resident graduate assistants and ~~resident graduate student~~ fellows shall be assessed the resident special tuition rate of fifty-three percent (53%) of the resident graduate tuition rate for all on-campus courses, in addition to 100% of the general activity fee and discipline fees. Nonresident graduate assistants and ~~nonresident graduate student fellows~~ fellows shall be assessed the nonresident special tuition rate of sixty-three percent (63%) of the resident graduate tuition rate for all on-campus courses, in addition to 100% of the general activity fee and discipline fees. Any graduate assistants or fellow taking distance, off-campus, or Center courses will receive an tuition reduction off-campus special tuition rate for those courses equal to the reduction applied to the resident graduate ~~assistant~~ on-campus tuition rate. The ~~waived special~~ tuition rates ~~is are~~ part of the compensation for graduate assistant work.

~~1.1.A.~~ Eligibility for this special tuition rate is limited to graduate assistants and fellows ~~and fellows~~ who are e:

- ~~1)~~ Unconditionally admitted to a graduate degree program and are registered at the university for ~~its~~ the required minimum number of credit hours. Additionally, graduate assistants must be awarded; ~~and,~~
- ~~2)~~ ~~Awarded~~ an assistantship ~~or fellowship~~ at or above the minimum stipend rate established annually by the Board.

~~1.2.~~ ~~Eligibility for this special tuition rate is limited to fellows who are:~~

- ~~— Unconditionally admitted to a graduate degree program and are registered at the university for the required minimum number of credit hours.~~

~~1.23.~~ All graduate assistants and fellows not meeting these eligibility requirements shall be charged the appropriate regular tuition and fee rates established by the Board.

~~1.34.~~ Students who have received a qualifying graduate assistantship or fellowship for the preceding fall and spring are automatically eligible for the special ~~graduate assistant~~ tuition rate for the following summer.

~~1.45.B.~~ Graduate assistants and fellows who are eligible for this special tuition rate at ~~one~~ their home institution will receive the same benefit for courses taken ~~are eligible~~ at other system institution(s).

~~C.~~ ~~All graduate assistants and fellows not meeting these eligibility requirements shall be charged the appropriate regular tuition rate established by the Board.~~

2. ~~Waived~~ Incentive Tuition and Fees Rates for Graduate Assistants and Fellows

~~Schools~~ As part of the compensation for the required graduate assistant work and to enhance competitiveness for graduate assistants and fellows, universities may waive request the Board approve an incentive tuition rate of zero percent (0%) of the on-campus graduate tuition rate, and zero percent (0%) of all program fees, and one-hundred percent (100%) of the General Activity Fee. ~~as part of the compensation for the required graduate work. The General Activity Fee will not be waived. If they decide to waive tuition they shall also waive the~~ If the incentive tuition rate is approved, the incentive tuition rate shall be also applied for all distance, off-campus, and Center courses taken.

~~2.1.A.~~ Eligibility for ~~waived tuition and fees~~ the incentive tuition rate is limited to graduate assistants and fellows s who are: u

~~1) Unconditionally admitted to a graduate degree program and are registered at the university for its required minimum number of credit hours. Additionally, graduate assistants must be awarded an assistantship at or above the minimum stipend rate established annually by the Board.~~

~~2.2 ; and,~~

~~2) Awarded an assistantship or fellowship at or above the minimum rate established annually by the Board.~~

~~All graduate assistants and fellows not meeting these eligibility requirements shall be charged the appropriate tuition and fee rates established by the Board.~~

~~2.32. Students who have received a qualifying graduate assistantship or fellowship for the preceding fall and spring are automatically eligible for the incentive tuition rate the following summer.~~

~~2.43.B. Graduate assistants and fellows who are eligible for this incentive tuition rate at their home institution will receive the same benefit for courses taken other system institutions. Courses taken from other universities qualify for the waiver.~~

~~C. All graduate assistants and fellows not meeting these eligibility requirements shall be charged the appropriate tuition and fee rates established by the Board.~~

~~2.54.D. Universities that waive tuition and fees will Once a university has received approval to assess the incentive tuition rate it shall need to reimburse other universities for the waived the tuition and fees revenue loss resulting from the difference between the incentive tuition rate and the special tuition rate for related to courses taken by graduate assistants and fellows from other universities.~~

~~2.6 Universities are required to remit the appropriate HEFF amount to the system fund for all tuition credit hours billed the incentive tuition rate under this program.~~

~~3.~~

3. Implementation

~~2.5.E. Universities will still be required to HEFF and contribute to system funds for all tuition credit hours waived under this program.~~

~~3.1~~

~~3.2~~

~~3.1 2.6.F. A university must select one of the above compensation methods for all graduate assistants and fellows in any given academic year. If an institution decides to change itstheir method, itthey must notify the Board office of the request by October 1 and the change will be acted upon during the next annual tuition and fee setting process and become effective the following summer.~~

43. Compensation

The Board annually establishes a minimum stipend to be paid to graduate assistants. Graduate assistants are expected to work a full semester to receive the full semester compensation. Graduate assistants are expected to work the full four-week session to receive the full four-week session compensation. The minimum compensation may be prorated accordingly if the graduate student does not work the full semester or four-week session (as applicable).

~~The difference between the resident or non-resident special tuition rate for graduate assistants and fellows and the incentive tuition and fee rates for graduate assistants shall be part of the minimum stipends calculation.~~

54. Non-Faculty Exempt Classification

Graduate assistants ~~and graduate student fellows~~ are considered staff members, but they are not employed in a permanent classification. Any grievance arising from this employment shall be brought under the non-faculty exempt procedures (BOR Policy 4:8). ~~The primary purposes of a graduate assistantship or graduate student fellowship are to provide students with professional experience and the necessary financial resources to attend a graduate program.~~

FORMS / APPENDICES:

None

SOURCE:

BOR, March 1993; June 1994; December 1995; October 2002; October 2004; December 2010; December 2015, May 2016; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – E (3)

DATE: August 7-8, 2019

SUBJECT

BOR Policy 6:4 – Capital Improvements Revisions (First & Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) – Classification of Capital Improvements

[SDCL 5-14-2](#) – Supervision by Bureau of Administration of capital improvement projects

[SDCL 5-14-3](#) – Preparation of plans and specifications for capital improvements- State building committees – Approval by board or commission in charge of institution

[BOR Policy 6:6 – Maintenance and Repair](#)

BACKGROUND / DISCUSSION

During the 2019 Legislative Session, the definition and dollar level for maintenance and repair projects moved from \$1.5M to \$5.0M starting July 1, 2019. BOR Policy 6:4 needs to be updated to reflect that change and to align with BOR Policy 6:6 where a maintenance and repair item is now defined as a project up to \$5.0M.

Other changes reflect the inclusion of a 2% maintenance and repair plan requirement to accompany any new capital improvement. This is based on Board action from [March 2018](#). This detail on funding sources for any new project has been clarified.

IMPACT AND RECOMMENDATIONS

This policy draft has been reviewed by the Council of Presidents and Superintendent and the Business Affairs Council and they support the policy changes.

ATTACHMENTS

Attachment I – BOR Policy 6:4 – Capital Improvements

DRAFT MOTION 20190807_6-E(3):

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 the revisions to BOR Policy 6:4 – Capital Improvements as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Capital Improvements

NUMBER: 6:4

A. PURPOSE

To document the necessary steps for moving a capital project request forward.

B. DEFINITIONS

1. Capital Improvement: Any repair, ~~rebuilding,~~ renovation, or alteration ~~or construction~~ project; that has a cost of ~~\$5.0+5M~~ or more shall be classified as a capital improvement. (SDCL 5-14-3). All new construction or any addition beyond mechanical space, regardless of the cost, will be considered a capital improvement project.

C. POLICY

Building committees are assigned to capital improvements and the universities must garner all the necessary approvals from the Board and building committee before proceeding to the next step.

1. Scope of Chapter

As provided in SDCL § 5-14-1, capital improvements include expenditures for new construction or for the purchase of land and improvements affixed to it. Policy Numbers 6:1 and 6:2 govern the purchase of land and improvements. ~~The present policy relates to new construction and other projects with a cost of \$1.5M or more.~~

1.1. Capital improvements include:

- The erection of a new facility;
- The addition, expansion or extension of an existing facility that adds to the facility's overall external dimensions or adds to the total gross square footage of the facility;
- Any major maintenance, repair, renovation or alteration project, as defined in Policy Number 6:6, whose cost exceeds ~~\$1,55,000,000~~ whether done in phases or not.

1.2. Cost objects recognizable as capital improvement expenditures include:

Architectural and engineering services, site preparation, construction, furnishing, equipping such buildings and facilities or subsystems for use, including heating, plumbing, ventilation, water, sewer, and electrical facilities with necessary

connections to existing systems, asbestos abatement where necessary, the construction of sidewalks, and the landscaping of grounds.

1.2.1. No costs associated with the acquisition of land may be charged against appropriations provided for new construction.

2. Justification for a New Facility

Requests for capital improvements may be justified in one or more of the following circumstances:

- Where the new construction shall replace a facility or subsystem that has become inadequate through deterioration or obsolescence and that cannot be renovated at a cost below fifty percent of the facility replacement value;
- Where new construction shall provide the most effective and economical means to meet current operational requirements;
- Where new construction shall provide the most effective and economical means to meet new operational requirements, such as may arise from increased enrollments; and
- Where the new construction shall upgrade existing facilities or subsystems to reasonable standards of safety set forth in safety codes or other suitably documented safety standards.

3. Review and Approval of Capital Improvements Requests

The review and approval of capital improvement projects involves four distinct phases. Board approval is required before a project may advance from one stage to another. All projects meeting the definition of a capital improvement project over \$1,500,000 should be submitted for approval as governed by Board Policy 6:6. A flow chart detailing the Board's internal procedure can be found at the end of this policy. All non-revenue projects require legislative approval, which usually happens after the facility program plan although it may happen at different stages.

3.1. Preliminary Facility Statement - Requests to initiate the formal review of proposed capital improvement projects must be accompanied by a preliminary facility statement prepared by the institution that addresses the following:

- General programmatic needs to be addressed;
- Analysis of the student body or constituents to be served;
- Additional services to be offered;
- Compliance with master plan;
- Analysis of needs assessment based on the facilities utilization report;
- Location;
- Reallocation or demolition of old space, if any;
- Proposed funding source/sources; and

- Budget for development of a Facility Program Plan.
- 3.2. Facility Program Plan - If the Board authorizes the preliminary facility statement for a proposed capital improvement project, the institution shall prepare a facility program plan. If an A/E firm will be involved in the development of the program plan, a building committee will need to be appointed to interview A/E firms for the purpose of developing the facility program plan and for the final design stage (see BOR Policy 6:5). The facility program plan must be approved before a capital improvement project is authorized for submission to the Legislature unless the project received legislative authorization through a previous capital improvement planning process. The program plan shall address the following:

- Fund Sources – The funding plan for the project must identify the specific sources of the revenue and the financing structure that will be used to cover all of the costs associated with the project including but not limited to: planning costs, design costs, testing, infrastructure, construction, equipping the facility, land purchase, and landscaping.
- Programmatic justification for discrete spaces (classrooms, offices, etc.);
- Gross square footage;
- Site analysis;
- Description of key building features;
- Illustrative floor plans;
- Initial cost estimates and funding sources;
- Maintenance and Repair – The campus must provide the Board with a funding plan on how they will meet the 2% M&R requirement on any capital improvement project. The funding plan must be specific as to the funding sources that will be used for maintenance and repair. The plan cannot reduce or negatively impact the funds already dedicated to maintenance and repair. Identification of fund sources and impact to campus maintenance and repair
- On-going operational costs – The campus must include the budget and funding sources for ~~Budget and sources for~~ ongoing operational costs including janitorial, utilities, and other costs. The operational cost projections should identify the estimates of utilities, custodial and maintenance services, supplies, materials, equipment, etc.;
- Timeline. The impact to utility budgets and WAPA electrical allocations must be provided. Options for mitigating this impact shall be included in the form of a facility life cycle cost analysis which includes utility, maintenance and operation costs.
- If the operational costs are to be covered by general funds, the request should identify how the costs shall be funded if no new funds for operational costs are appropriated as well as the resulting impact of the realignment to the overall campus budget.

- ~~3.2.1. In conjunction with an approval to proceed, the Board shall also designate the source of funds—state, federal, revenue or private/foundation gifts—for the cost of a) construction; b) ongoing operations, and c) M&R. The Board may elect to use different sources of funds, totally or partially, for any facility construction, operations or M&R cost components.~~
- ~~3.2.2. If the Board requires capital improvement projects funded totally or partially from private donations or foundation funds to have ongoing operational and annual M&R expenditures covered by private donation or foundation funds, a financing plan shall be required.~~
- ~~3.2.3. This plan may be financed through the establishment of an endowment, annuity, operational revenues, or other external funds. If the plan includes the establishment of an endowment or annuity, the plan should identify the size of the endowment or annuity that shall be established to defray the operational and M&R expenditures over the projected life of the project, including reserves needed to fund demolition of the structure, and the assumptions used to project sufficient funds to cover the estimated costs. If an endowment is used, the plan should address the disposition of endowment corpus in the event the building is taken out of service.~~

3.3. Facility Design Plan

The Facility Design Plan must be approved by the building committee prior to being submitted to the Board for approval. This phase of the project planning process shall address the following:

- Architectural, mechanical and electrical schematic design;
 - Changes from facility program plan;
 - Impact to existing building or campus-wide heating/cooling/ electrical systems;
 - Total construction cost estimates (see 1.2.); and
 - Changes from cost estimates for operational or M&R expenses.
- 3.3.1. The facility design costs should be part of the project costs and funded out of the approved revenue sources for the project.
 - 3.3.2. If the facility is a non-revenue capital improvement project, the Board may approve the submission of legislation to authorize the construction and secure funding for the project.
 - 3.3.3. Final Board approval of the project is granted with approval of the Facility Design Plan.

3.4. Facility Bid Documents

After the Board's approval of the facility design plan in 3.3.3. above, the building committee will proceed with final bid documents.

- 3.4.1. The final bid documents, including plans and specifications, must be reviewed and approved by the building committee prior to issuing the bid documents to contractors for bids. This review and approval may be concurrent with BOA/OSE and institutional final review and approval.
- 3.4.2. If either the final cost estimates or the bids, including a reasonable contingency, exceed the approved level of funding, the project must come back to the Board for approval of a revised budget.
- 3.4.3. The building committee can work with OSE and the A/E firm to value engineer to get the project within budget. Any changes proposed by the BOA/OSE, the A/E, or the institution that would significantly alter the facility program plan or the design plan and building functionality must be reviewed and approved by both the building committee and the Board.

3.5. Construction

Once the bids are approved by the building committee and the financing plan is in place, the project proceeds to construction.

4. Capital Improvement List

~~As part of the annual budget requests, the institutions will be asked for prioritized capital project lists for academic and for revenue projects. If an institution has more than one capital improvement project, a priority order must be established for the non-revenue academic projects and the revenue projects. The lists will provide estimated costs as well as the proposed fund sources. Projects and estimated costs will be categorized into the following funding categories: HEFF; Institutional; Federal; Private; GAF; Student Rents; Student Fees; Other. Prioritized lists must be submitted with the institution's annual fiscal operating budget request.~~ Projects placed on the capital improvement list should not be placed on maintenance and repair lists.

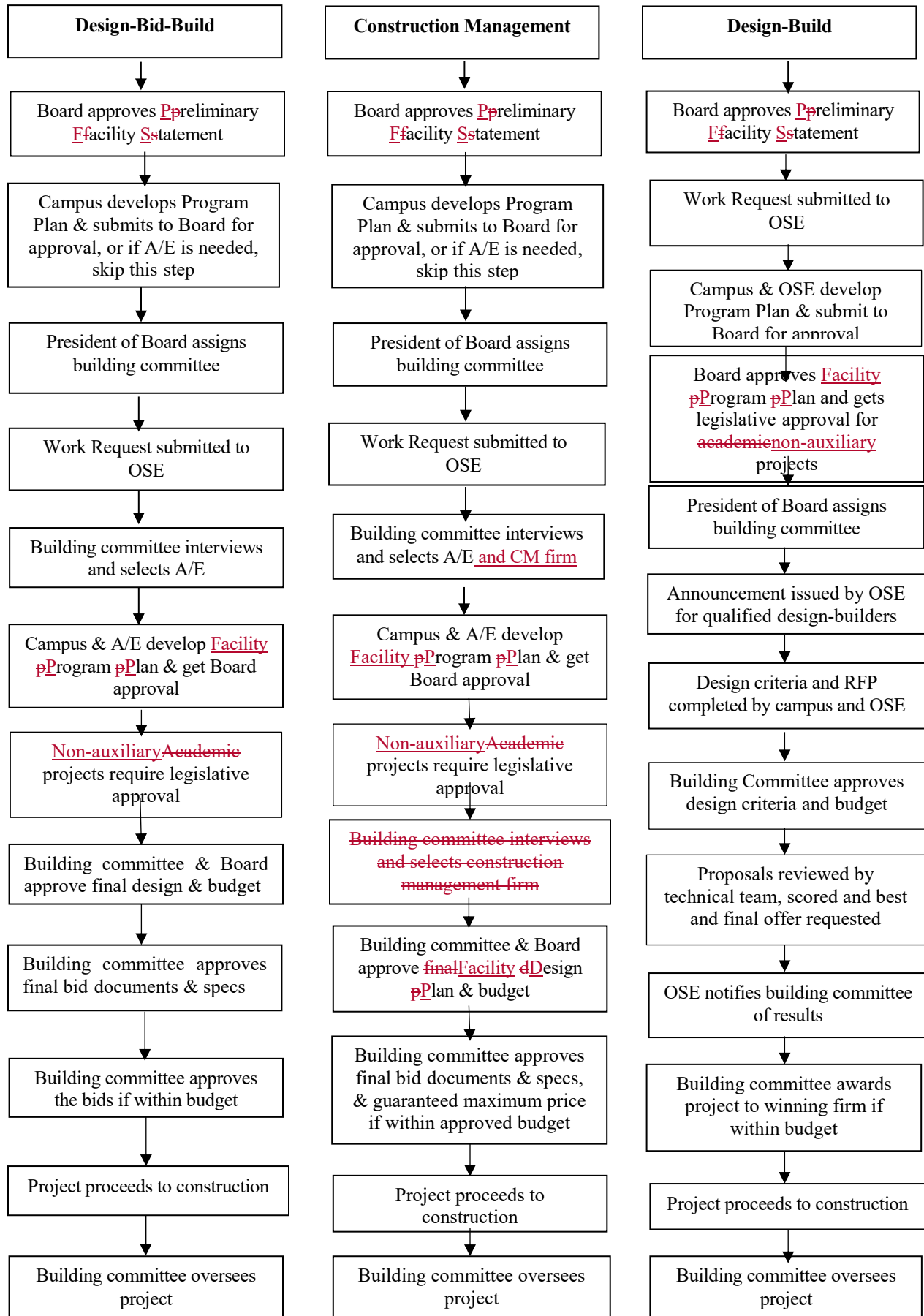
- 4.1. A capital improvement status report will be provided to the Board at each meeting identifying the status and stage of each active capital improvement project.

5. Bureau of Administration Responsibility

The Bureau of Administration shall be responsible for all capital improvements pursuant to SDCL § 5-14-2 and the funds appropriated shall be paid on warrants drawn by the state auditor on vouchers duly approved by the Bureau of Administration, the authorized representative of the institution and the board.

6. Construction Methodologies

The following flowchart identifies the approvals necessary using the common building methods used by the state and the Board.



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – E (4)

DATE: August 7-8, 2019

SUBJECT

BOR Policy 6:5 – Building Committees (First & Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) – Classification of Capital Improvements

[SDCL 5-14-2](#) – Supervision by Bureau of Administration of capital improvement projects

[SDCL 5-14-3](#) – Preparation of plans and specifications for capital improvements - State building committees – Approval by board or commission in charge of institution

[BOR Policy 6:6 – Maintenance and Repair](#)

BACKGROUND / DISCUSSION

During the 2019 Legislative Session, the dollar level for maintenance and repair projects moved from \$1.5M to \$5.0M starting July 1, 2019. BOR Policy 6:5 needs to be updated to reflect that change so that it does not conflict with BOR Policy 6:6 where a maintenance and repair item is defined as a project up to \$5.0M.

IMPACT AND RECOMMENDATIONS

This policy draft has been reviewed by the Council of Presidents and Superintendents and the Business Affairs Council and they support the policy changes.

ATTACHMENTS

Attachment I – BOR Policy 6:5 – Building Committees

DRAFT MOTION 20190807_6-E(4):

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 the revisions to BOR Policy 6:5 – Building Committees as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Building Committees

NUMBER: 6:5

A. PURPOSE

To identify the makeup of a building committee, when a committee is required, and the responsibilities of the building committee.

B. DEFINITIONS

1. **Capital Improvement:** Any repair, rebuilding, renovation, alteration or construction project, that has a cost of ~~\$5.01-5M~~ or more, including all related phases, shall be classified as a capital improvement. (SDCL 5-14-3)

C. POLICY

The Board will appoint a Building Committee for each capital improvement project at the various schools and institutions in the System. The committee shall be appointed by the President of the Board and shall consist of the Executive Director who shall chair the committee, the president or superintendent of the institution or school, a Regent, and the State Engineer.

1. Committee Responsibilities

The building committee shall assume the following responsibilities:

- 1.1. The building committee shall interview and select architects for the purpose of developing and designing facilities. Architects may be contract for two phases: 1) the program plan development, if a formal A/E engagement is deemed necessary for this phase, and 2) the final design of the project. All A/E engagements relative to capital improvements, whether done by the institution, their Foundation, or a related entity, must go through a Building Committee. Any A/E firm that works on a master plan which includes specific designs or floor plans for buildings, in which the A/E firm was not selected by a Building Committee, will not be considered for the final design and development of any project contained in the master plan or preliminary concept development.
- 1.2. The building committee shall review proposed designs to assure their compliance with the requirements of Regents Policy Manual 6:4.
- 1.3. The building committee shall review proposed project budgets to assure their compliance with the requirements of Regents Policy Manual 6:4.

- 1.4. The building committee shall direct the state engineer to refer to it for additional review and approval all proposed design modifications that would affect the operating cost, utility or life expectancy of the capital improvement.
- 1.5. The building committee shall direct the state engineer to refer to it for additional review and approval of all proposed design modifications that would significantly affect the project budget.
- 1.6. The building committee shall direct the state engineer to advise if of all developments in the course of construction that might affect the legal rights or liabilities of the Board.
- 1.7. The building committee shall report to the full Board any developments that might affect the operating cost, utility or the life expectancy of the capital improvement, that might significantly affect the project budget or that might affect the legal rights or liabilities of the Board.

FORMS/APPENDICES:

None.

SOURCE:

BOR June 1991; April 1992; August 2006; June 2010; August 2017; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – F (1)

DATE: August 7-8, 2019

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) – Classification of capital improvements

[SDCL 5-14-2](#) – Supervision by Bureau of Administration of capital improvement projects

– Payment of appropriated funds

[SDCL 5-14-3](#) – Preparation of plans and specifications for capital improvements – State building committees – Approval by board or commission in charge of institution

[BOR Policy 6:4](#) – 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.

(Continued)

INFORMATIONAL ITEM

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 2019 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - August 2019

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.
ACADEMIC FACILITIES								
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					Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State University								
Event Center					Dec-16 Facility Stmt	Planning		Schaefer
Madison Cyberlabs (MadLabs)		HB1057-2018	Private	\$18,000,596	May-17 Design Plan	Construction	Sept-2019	Schaefer
Northern 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	Final Inspection	2018	Thares
New Regional Science Education Center		HB1010-2017	Private	\$25,175,000	Dec-17 Design	Construction	2019	Morgan
Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Design	2021	Thares
South Dakota School of Mines and Technology								
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 Waiting on LEED	2018	Sutton
Mineral Industries Bulding			Private/State		Jun-14 Facility Stmt	A/E Selection		Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
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	Construction	2020	Schaefer
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016 SB172-2017	Livestock Disease Emergency 2018 State Bonded LDE/Animal Ready Fund Local ADRDL Fees	\$1,575,000 \$50,039,637 \$2,600,000 \$6,000,000 <u>\$1,105,000</u> \$61,319,637	Oct-16 Design Plan	Construction	2020	Morgan
Campanile Avenue - Utility Upgrades			HEFF M&R Parking & Traffic Revenue General Funds M&R	\$3,055,211 \$1,000,000 <u>\$1,377,789</u> \$5,433,000	Apr-19 Program Plan	Design	2021	Morgan
Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R Rent Revenues	\$1,135,000 <u>\$1,400,000</u> \$2,535,000	May-18 Facility Stmt	Construction	2020	NA Exempted

South Dakota Board of Regents Capital Improvement Projects - August 2019

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 Tuition	\$3,300,000 <u>\$5,000,000</u> \$8,300,000	May-17 Design Plan	Final Inspection	2018	Morgan
Lincoln Hall - Renovation			Private HEFF M&R	\$12,000,000 <u>\$3,000,000</u> \$15,000,000	Aug-17 Facility Stmt	Planning	2022	Bastian
Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	\$600,000	Dec-17 Program Plan	A/E Selection	2020	Not Assigned
Performing Arts Center-Theater & Music Education Addition	FY12 10 Yr Plan	HB1051-2012 HB1016-2016	2017 HEFF Bonds Private Local	\$13,000,000 \$29,349,807 <u>\$6,042,000</u> \$48,391,807	Dec-16 (Revised Funding)	Final Inspection	2019	Morgan
Plant Science Research Support Facility		SB27-2015	Local Grant Private	\$2,400,000 \$1,600,000 <u>\$500,000</u> \$4,500,000	Mar-16 Design Plan	Final Inspection	2017	Morgan
Raven Precision Agricultural Center		HB1264-2018	Local General Funds Private 2019 State Bonds	\$7,500,000 \$2,000,000 \$16,600,000 <u>\$20,000,000</u> \$46,100,000	Dec-18 Design Plan	Design	2021	Morgan
Pugsley Center - Renovation			Private HEFF M&R	\$12,000,000 <u>\$4,000,000</u> \$16,000,000	Aug-17 Facility Stmt	Planning	2023	Mickelson
South Dakota Art Museum Addition and Renovation			Private		Dec-15 Facility Stmt	Planning		Morgan
Stanley Marshall Center - Additions & Renovations		SB18-2017	Private	\$15,000,000	May-17 Design Plan	Final Inspection	2018	Roberts
Utility Tunnel (North), Steam/Condensate Infrastructure (Repair and Modernization)	FY12 10 Yr Plan	HB1051-2012	2014 HEFF Bonds HEFF M&R General Fund M&R Local Funds	\$7,000,000 \$10,381,500 \$1,024,127 <u>\$50,000</u> \$18,455,627	May-17 Design Plan (revised)	Construction	2019	Schaefer
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	\$5,000,000 <u>\$5,043,000</u> \$10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2028	Schaefer
University of South Dakota								
North Commons Renovation			HEFF M&R	\$2,973,155	June-17 Program Plan	Final Inspection	2019	Adams
Dakota Dome Renovation		HB1060-2018	Private Local HEFF M&R	\$14,500,000 \$6,419,602 <u>\$5,400,398</u> \$26,320,000	Dec-17 Program Plan	Construction	2020	Schieffer
National Music Museum		HB1065-2018	Private HEFF M&R	\$9,095,000 <u>\$1,500,000</u> \$10,595,000	Dec-17 Program Plan	Construction	2020	Schieffer
South Dakota School for the Blind & Visually Impaired								
New School		HB1071-2018	Private GOED	\$11,847,916 <u>\$5,000,000</u> \$14,347,916	Aug-18 Facility Design Plan	Construction	2019	Thares

2484

ATTACHMENT I

4

South Dakota Board of Regents Capital Improvement Projects - August 2019

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.
REVENUE FACILITIES								
Black Hills State University								
University Wellness Center Addition			Private		Dec-16 Facility Stmt	Planning		Bastian
Dakota State University								
New Residence Hall & Student Life Facility			Auxiliary Bonds Private	TBD TBD	May-18 Program Plan	Design	2021	Mickelson
Northern State University								
Great Plains East and Great Plains West			Private Aramark Local	\$22,725,000 \$150,000 \$11,000 \$22,886,000	Feb-17 Design Plan	Final Inspection	2018	Thares
South Dakota School of Mines and Technology								
Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
South Dakota State University								
Southeast Neighborhood Apartments			2018 Auxiliary Bonds Res Life Parking & Traffic Revenues Private (Aramark)	\$18,000,000 \$2,400,000 \$335,379 \$1,660,792 \$22,396,171	Aug-18 Design Plan (Revised) Program Plan	Construction	2019	Roberts
Student Wellness Center Addition			2016 Auxiliary Bonds GAF	\$12,400,000 \$2,000,000 \$14,400,000	Dec-16 Design Plan	Final Inspection	2018	Morgan

Board Action:

- 1) Preliminary Facility Statement
- 2) Facility Program Plan
- 3) Design
- 4) Bid - Board approves substantive changes from program Plan

Project Status:

- 1) Planning
- 2) A/E Selection
- 3) Design
- 4) Bid
- 5) Construction

2485

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – F (2)

DATE: August 7-8, 2019

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 29, 2019, the building committee for the DSU New Residence Hall-Village approved the Facility Design Plan for the project at a total cost of \$11,500,000.

On June 21, 2019, the building committee for the SDSU Stanley J. Marshall Center Additions and Renovations Phase II project, represented by Regent Roberts, selected the team of Henry Carlson to serve as the Construction Manager at Risk.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

The South Dakota Board of Regents adjourned its annual retreat and business meeting on August 8, 2019 and will meet again for its regular business meeting on October 2-3, 2019 in Madison.

I, Dr. Paul Beran, Executive Director and CEO of 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 7-8, 2019.

A handwritten signature in black ink, appearing to read "Paul B. Beran", with a long horizontal flourish extending to the right.

Dr. Paul B. Beran
Executive Director & CEO
South Dakota Board of Regents